Teacher's guide

Grade seven

English for Afghanistan

Ministry of Education
Deputy Ministry of Curriculum Development & Teacher Education
General Directorate of Curriculum Development & Compiling of Textbooks



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Edition

Teacher's guide - Grade seven



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Deputy Ministry of Curriculum Development & Teacher Education
Directorate General of Curriculum Development & Compiling of Textbooks

English for Afghanistan

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Grade Seven

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بسم الله الرحمن الرحيم



ملي سرود

دا وطن افغانستان دی — دا عزت د هر افغان دی

کور د سولې کور د تورې — هر بچی یې قهرمان دی

دا وطن د ټولو کور دی — د بلوڅو د ازبکو

د پښتون او هزاره وو — د ترکمنو د تاجکو

ورسره عرب، ګوجر دي — پامیریان، نورستانیان

براهوي دي، قزلباش دي — هم ایماق، هم پشه یان

دا هیواد به تل ځلیږي — لکه لمر پر شنه آسمان

په سینه کې د آسیا به — لکه زړه وي جاویدان

نوم د حق مو دی رهبر — وایو الله اکبر وایو الله اکبر

بسم الله الرحمن الرحیم

د پوهنې د وزیر پیغام

ګرانو استادانو او ښوونکو،

ښوونه او روزنه د هر هېواد د پراختیا او پرمختګ بنسټ جوړوي. تعلیمي نصاب د ښوونې او روزنې مهم توکی دی چې د علمي پرمختګ او ټولنې د اړتیاوو له مخې چمتوکیږي. څرګنده ده چې علمي پرمختګ او ټولنیزې اړتیاوې تل د بدلون په حال کې وي. له دې امله لازمه ده چې تعلیمي نصاب هم د وخت له غوښتنوسره سم علمي او رغنده پراختیا ومومي. البته نه ښایي چې تعلیمي نصاب د سیاسي بدلونونو او د اشخاصو د نظریو او هیلو تابع شي.

د ښوونکی د لارښود داکتاب چې نن ستاسو په لاس کې دی، پر همدې بنسټ چمتو اوترتیب شوی دی. د تدریس د نویو میتودنو له مخې فعالیتونه او معلوماتي مواد په کې ورزیات شوي دي چې په ډاډ سره به د زده کړې په بهیر کې د زده کوونکو د فعال ساتلو لپاره ګټور او اغېزمن وي.

هیله من یم د دې کتاب منځپانګه، چې د فعالې زده کړې د میتودونو د کارولو له لارې تالیف او چمتو شوې، ستاسو درنو استادانو د ګټې وړ وګرځي. له فرصت څخه په استفادې د زده کوونکو له میندو او پلرونو څخه غوښتنه کیږي د خپلو لوڼو او زامنو په باکیفیته ښوونه او روزنه کې پرله پسې مرسته وکړي چې په دې توګه د پوهنې د نظام موخې او هیلې ترسره شي او ځوان نسل او هېواد ته ښې پایلې او برياوې ور په برخه کړي.

زموږ ګران استادان او ښوونکي د تعلیمي نصاب په رغنده پلي کولو کې ستره دنده او درونډ مسؤولیت لري.

د پوهنې وزارت تل زیار کاږي چې د پوهنې تعلیمي نصاب د اسلام د سپیڅلي دین له بنسټونو او ارزښتونو، د ټولنې د څرګندو اړتیاوو، ملي ګټو او وطنپالنې له روحیې او د ساینس او تکنالوژۍ له نوو علمي معیارونو سره سم پراختیا ومومي.

ددې سترې ملي موخې د تر لاسه کولو لپاره د هېواد له ټولو علمي شخصیتونو، د ښوونې او روزنې له پوهانو او د زده کوونکو له میندو او پلرونو څخه هیله لرم چې د خپلو نظریو او رغنده ګټورو وړاندیزونو له لار ې زموږ له مؤلفانو سره د درسي او د ښوونکي د لارښود دکتابونو په لا ښه تالیف کې مرسته وکړي.

له ټولو هغو پوهانو څخه، چې ددې کتاب په چمتو کولو او ترتیب کې یې برخه اخیستې او همدارنګه له ملي او نړیوالو درنو موسسو او نورو ملګرو هېوادونو څخه، چې د نوي تعلیمي نصاب په چمتو کولو او تدوین او د درسي او د ښوونکي د لارښود کتابونو په چاپ او وېش کې یې مادي یا معنوي مرسته کړې ده، مننه او درناوی کوم او د لا نورو مرستو هیله یې لرم.

ومن الله التوفیق

دکتور اسدالله حنیف بلخي

د افغانستان د اسلامي جمهوریت د پوهنې وزیر

بسم الله الرحمن الرحیم

پیام وزیر معارف،

استادان و معلمان محترم،

تعلیم و تربیه اساس توسعه و انکشاف هر کشور را تشکیل می دهد و نصاب تعلیمی یکی از عناصر بنیادی تعلیم و تربیه می باشد که مطابق انکشافات علمی و نیازمندی‌های جامعه وضع می گردد، واضح است که انکشافات علمی و ضرورت‌های جامعه همواره در حال تَطَوُر می‌باشد؛ بناءً لازم است نصاب تعلیمی نیز به صورت علمی و دقیق مطابق ایجابات عصر و زمان انکشاف نماید. البته نباید نصاب تعلیمی تابع تغییرات سیاسی، نظریات و تمایلات اشخاص گردد.

کتاب رهنمای معلم که امروز در دسترس شما قرار دارد بنابر همین مشخصات تهیه و ترتیب گردیده و با تکیه بر میتودهای جدید تدریس، فعالیت‌ها و مواد معلوماتی نیز در آن اضافه شده است که یقیناً برای فعال نگاه داشتن شاگردان در عملیهٔ تدریس مفید و مؤثر می‌باشد.

امیدوارم محتویات این کتاب که با استفاده از روش های آموزش فعال تألیف و تدوین شده است، مورد استفادهٔ شما استادان عزیز قرار گیرد. با استفاده از فرصت از اولیای محترم شاگردان تقاضا بعمل می آید تا در تعلیم و تربیهٔ با کیفیت دختران و پسران خود همکاری متداوم نمایند، تا به این وسیله اهداف و آروزهای نظام معارف بر آورده گردد و نتایج و دست آوردهای خوبی برای نسل جوان و کشور ما داشته باشد.

استادان و معلمان گرانقدر ما در تطبیق مؤثر نصاب تعلیمی رسالت و مسؤولیت بزرگ دارند.

وزارت معارف همواره تلاش می نماید تا نصاب تعلیمی معارف مطابق اساسات و ارزشهای دین مبین اسلام، نیازمندی های جامعه و منافع ملی و وطندوستی با معیار های جدید علمی ساینس و تکنالوژی انکشاف نماید.

به منظور نیل به این مأمول بزرگ ملی از تمام شخصیت های علمی، دانشمندان تعلیم و تربیهٔ کشور و اولیای محترم شاگردان تمنا دارم، تا با ارائهٔ نظریات و پیشنهادات رهنمودی و سودمند خویش مؤلفان ما را در بهبودبخشی بیشتر از پیش تألیف کتب درسی و رهنماهای معلمان یاری نمایند.

از همهٔ دانشمندانی که در تهیه و ترتیب این کتاب سهم گرفته اند، و نیز از مؤسسات محترم ملی و بین المللی و سایر کشور های دوست که در تهیه و ترتیب نصاب تعلیمی جدید، طبع و توزیع کتب درسی و رهنماهای معلمان زمینه سازی و یا همکاری های مادی یا معنوی نموده اند صمیمانه اظهار امتنان و قدردانی نموده تداوم همکاری های شان را آرزو می نمایم.

و من الله التوفیق

فاروق «وردک»

وزیر معارف جمهوری اسلامی افغانستان

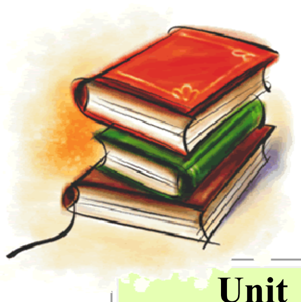


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Introduction

Rational for English Language

Studying English Language, as a very effective foreign language is crucial and essential for the people of Afghanistan because of many reasons:

a. It can enable learners to communicate with other people and acquire needed information.
b. It can help students and scholars to get knowledge about the daily life, culture, religion, politics, science and the technologies developed in English Language, and use the knowledge in the development of their country.
c. It can help the students and scholars to learn about the contributions of great writers, thinkers, scientists, poets, inventors, statesmen in the progress of the people's of this language.
d. It can help our statesmen understanding international law and culture and consequently, improve international relations of Afghanistan with the nations of the world.
e. It can help our people to promote their business and strengthen the economy of the country.
f. It can help our religious scholars to communicate the people of the world, comprehend their culture and the way of life, and accordingly preach them the precious Islamic teachings and values. Consequently, promote mutual understanding and conviction.

*   *   *

Methods of the Course

"English for Afghanistan" is an English Course for the Afghan School Students, to meet their needs. The course has been designed to promote English Language Learning through the following methods and techniques:

1. In the course, students are encouraged to talk first about themselves and their environments and then to broaden their horizons.
2. The course develops an awareness of the link between language, religion and culture.
3. The course provides students with the opportunity to acquire English language skills in an enjoyable and challenging way.
4. In the course, there is a consistent focus on learning English in order to develop practical and functional skills in which grammar is carefully controlled.
5. The course provides enough time to students to master and acquire the lexicon and structures which are taught to them.
6. The skills of listening, speaking, reading and writing are developed gradually.
7. Maximum opportunities of interaction are provided for students.
8. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
9. Moreover, revision and recycling are integrated into the course to facilitate more learning skills.
10. This book of the course is consisting of (16) units and (4) reviews. Each unit is divided into (4) forty-five minute lessons.

* * *

Description of the Course

Dear Teacher!

English for Afghanistan Grade (7) is divided into (16) Units and it should be taught in 84 periods. There are four basic language skills among the lessons: *speaking, listening, reading,* and *writing* along with useful *vocabulary* and effective *grammar* structures. *Phonics* is carefully included among the lessons for grade 7, 8, 9. Our teachers must use the time efficiently to have a modern development education for Afghanistan.

It is obvious that learning a language is not a matter of acquiring a set of rules about the language, and it is not functional or practical for teachers to direct the efforts only at informing of large vocabularies during the teaching. Instead it is very important for teachers to pay attention at the methods to enable students to learn English language as the second language and use it effectively and successfully in their practical life, society and country.

Thus, students' expertise of a language is ultimately measured by how they learn and how can they use it as a second language ?And the students' command of a language will be judged by how much they have got knowledge of the language, and how can they apply and act upon in their life and their society.

Common Goals:

The common goals of the course are as follows:

- To make easy for students to regard English as a means of communication and to use it for a meaningful and useful purpose for their life, their society, and country.
- To contribute development of the students' linguistic, intellectual, social, emotional and physical skills
- To make the course more interested and enjoyable for learners English language.
- To encourage students to speak English Language independently wherever necessary.
- To raise students' awareness of how language operates as a rule-based system in their society, city and country?
- To encourage students to be actively involved in the learning process of English.
- To encourage students to reproduce language structures, and evaluate, their own progress through self-evaluation tasks.
- To make students confidence to develop independent learning strategies.
- To encourage student to be co-operative for learning English as well as other issues.
- To persuade students to develop a positive attitude towards others, and respect their own and different cultures of people wherever they are.

The course has been designed with both the students and the teachers' needs in mind and aims to contribute a development education with its widest senses.

The Four Skills

English for Afghanistan course adopts multi-layered and meaningful four skills approach of *Listening, Speaking, reading* and *Writing*. These four Skills are systematically developed within an integrated framework.

1. Listening

For teaching listening exercises, teachers have to use audio visual methods like cassette player; tape recorder or read the texts orally. This will give the students the following opportunities:

- To practice the right pronunciation of words and correct articulation of structures presented in the input texts.
- To pronounce familiar core vocabulary correctly.
- To reproduce basic sound and intonation patterns of English

- To use familiar conversational formulas appropriately.
- To ask and answer questions about the topic.
- To develop the ability to participate in dialogues related to the topic as roll play.
- To get a general idea of the text.

2. Speaking:

- To conduct the speaking stage of learning, you should pay close attention to the method of asking students about personal information through interviews, and other personalization activities. The activities are: to find real information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game, tell a story or do a dialogue as role play.
- Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

3. Reading:

To develop the reading ability of students, different texts are provided .These texts include stories, letters, e-mails, and dialogues, factual pieces of information, games and instructions. Students are encouraged to read the texts; stories games, puzzles and poems.

For children to become fluent readers, it is important that they do not worry over every word, whether they are reading quickly the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that children view is as an interesting challenge rather than a boring task. While reading, encourage children to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

It is important to have students to respond to their reading in any kind of questions, not just answer some set of questions. Have students to say the text in memory in front of the class, or ask them? Did they enjoy the story? Was it factual story, what new things did they learn? What did they find interesting, strange, boring etc? Is it adoptable for their present life?

4. Writing:

The writing activities in English for Afghanistan generally appear towards the end of a unit. To develop the writing ability of the students, you must begin with the simplest form of statement. It is often happens that students start to write composition before they are ready for it.

Students must learn how to write simple, compound, and complex sentences with its punctuations and to relate ideas from notes at the pre-intermediate and intermediate stages. Controlled précis writing from questions and answers in the light of *reading passage*, will enable a student to master his writing skill, and bring him to a point where he will be capable of writing a composition with a minimum of error. In a more mature level where students begin to write short paragraphs about themselves or about the topics encountered in the units.

Correction

Students' writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.

Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.

Grammar Practice:

Throughout the course there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of this language. This ability is to use basic grammatical terms appropriately. In the end, the students will have enough knowledge of English Grammar to be able to use all grammatical structures effectively.

Vocabulary Focus:

Helping the students to develop a wide and rich vocabulary is an effective plan in the course. The vocabulary is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to bring to mind how many vocabulary they know in a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout English for Afghanistan.

During the course, students are encouraged to look at different ways of storing words and expressions. Throughout the course, students are encouraged to develop their own personal dictionaries.

Vocabulary List:

The vocabulary list contains of a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Phonics

The main objectives of the phonics are:

a. To practice sounds of the vowel and consonant letters.
b. To help students to acquire mastery of mechanical skills of reading at the level of letter groups, words, sentences and paragraphs.

The good way of teaching phonics to students, is listening, repeating and considering the rules of phonetics sounds accordingly.

- Read the words with their phonics sounds aloud while the students follow and repeat them.
- Repeat the words or the text aloud phrase by phrase and get the students to repeat, in groups or individuals.
- Have students to read the paragraph aloud individually. Specify the sounds. At all times monitor and check how the pupils pronounce and stress the words and sentences accurately.

You must have students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

Modern Methods of Teaching:

a. Process of Learning:

Your role as a teacher in modern method of teaching in classroom is to facilitate leaning process for students. And give much time to students to take part in class than the teacher. Acting as facilitator, you can start by providing language information, help your students to interact with each other; evaluate students' progress in learning language, and provide them feedback. There are several ways to manage your classroom;

1- By beginning with what your students already know about a topic.
2- By making certain that language is always supported by visual information.
3- By giving feedback on what students achieved and praising them for accomplishing tasks in their environment.

c. Classification of Students:

Although it can be more suitable for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language item in itself. Varying the combination of students in groups provides the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students or group's work is best in the class.

d. Setting up Groups:

To well-organize group work in class, you have to make sure that students are setting **U shape or around** and not spread out in the class, which would create a lot of problems in organizing group work in the classroom. Therefore, the following arrangements are suggested to help you set up pairs work and group work effectively:

- You have to make certain that students have had plenty of opportunities to practice the language needed for the activity.
- You should provide students with a very clear model of the task or activities performed by you and a confident student in the class, or choose a pairs to practice it in front of the class.
- You have to make sure that the pairs or group activity doesn't go on too long.
- You should not interrupt when a child is saying something. After the child has finished speaking, you can use correct English to gently rephrase what the student was trying to say.
- Try your best to build up students' confidence in attempting to say things in English, even if their work is not accurate in your mind.
- When students make mistakes, you have to correct them gently, and praise their attempts for doing a good job.
- If possible, find a place in which the lesson materials produced by the students can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom.
- Display should be decorated attractively; using card of different colors, cut-outs with English designs, and other materials that children bring to the class with them. Change the decoration frequently in the class. Encouraging students to display their work gives them status, as well as enhancing the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

Final Points:

1. Arrange the class according to their ages and heights.
2. Have the class well organized and be prepared with lesson plan/ lesson materials.
3. You have to write the date in English on the right side of the board on the top before of starting the lessons. Or you may call your students to write the date on the board. The form 13/03/2009 (day/month/year) is the most suitable way of writing the date.
4. You should be systematic and disciplinary with overall control of the class.
5. You should use a suitable language for greetings in the beginning and leaving your class. To make your students familiar with different forms of greetings, your greetings language should be different forms day by day.
6. Instructs students to cover their books and to keep them in good condition.
7. Instructs students' to be on time regularly and bring homework frequently.
8. You should carry an eraser to clean the board before you start your class. Never clean the board by the students.
9. Give a strict advice that they must not write anything in their text books.
10. If they were in need to write something in text books, tell them to use a pencil, rather than a pen.
11. Have a score notebook which you can take students' attendance too.

* * *

Preview of the Book (7)

Unit	Topics & Speaking	Grammar	Reading	Vocabulary	Listening & Phonics	Writing & glossary
1	**Good Morning** - Greeting people & introducing yourself. - Asking for phone numbers.	Indefinite articles: **a / an**	Reading Numbers	Apple, ant, boy, bag, cassette, car, desk, door, eraser, egg, flag, fish, goal, girl, house, hand, ink, ice, juice, jacket, key, kite, lamp, lemon	Listening to numbers, sounds & words. /b/. /d/. /f/. /g/. /h/. /z/.	Writing numbers and letters of the alphabet.
2	**My classroom** - Naming classroom objects. - Giving classroom instructions.	- Singular & plural nouns. - Demonstrative pronouns: this, that, these & those.	Reading conversation	-Money, moon, nest, nail, olives, orange, pen, page, quarter, queue, ring, rabbit, sun, sock, table, tree, umbrella, vase, van, window, watch, x-ray, yellow, yoyo, zebra, zoo, - Listen, look at, open, turn to, close, pick up, put down, stand up, sit down,	- Listening to letters & words. - Listening to instructions.	Writing letters on the alphabet & words.
3	**My School** - Describing locations at school. - Asking about school occupations. - Asking about locations at school.	- Verb "Be" affirmative statements. - Yes / No questions with verb "Be": short answers.	Reading Numbers and conversation	-Office, school, library, mosque, cafeteria, playground, student, read, pray, buy, play, - read, study, play, Arabic, English, Science, Math, Religion, History, Geography, Art, occupation, teacher, principal, voice principal.	- Listening to people talk about their jobs. - Listening to riddles and numbers. /s/. /k/.	Writing sentences, numbers, questions & short answers.
4	**Review**					

8	7	6	5
REVIEW	**My Room** - Describing items of furniture. - Asking about objects and their locations in room.	**My House** - Asking about & describing a house, - Talking about what you do everyday, - Asking for & giving locations & directions	**My Family** - Talking about your family members - Asking about families.
	- Articles a, an & the. - Questions with where. - Prepositions of place.	- There + Be Simple present tense. - Prepositions of place.	-Possessive / nouns. - Possessive adjectives. - Questions with Who, What and How.
	Reading a short description of a room.	Reading a short description of a house.	Reading a description of a family.
	- Closet, comfortable, curtain, dresser, king size bed, mirror, nightstand, single bed, - arrange, bedcover, pillow, rug,	Bathroom, bedroom, dining room, downstairs, apartment, garage, garden, room, living room, small/big, - stove, bookcase, bed, refrigerator, television, armchair, table, shower, sofa, chairs, window, -Barber's shop, behind, between, dry cleaner's, grocery, near, next to, opposite, shop, in front of	- father, mother, sister, brother, parents, children, - Mr. Mrs. Miss, friend, - grandfather, grandmother, uncle, aunt, farmer, driver, engineer, nurse, - A farmer, a teacher, a driver, an engineer, a nurse, a policeman
	-Listening to people describing their rooms. - Short **'e'** sound	-Listening to a description of rooms… - Short **a** sound.	-Listening for family relationships. - Soft and hard **G.**
	Writing sentences about a room.	Writing sentences.	Writing sentences and completing chart.

11	10	9
Shopping - Asking about prices & quantities.	**My Body** - Asking for and giving personal information. - Describing people's appearance. - Talking about ailments.	**My Cloths** - Talking about cloths. Buying and selling things. - Talking about lost items. - Finding the owner of an item.
How many – How much.	Questions with how: How + adjectives. How + adverbs of frequency and their responses. How got for giving physical description (affirmative and negative statements).	- Affirmative statements in the present continuous tense. - Negative statements in the present continuous tense. - Wh-questions (what). - Possessive pronouns.
Reading about traditional markets & malls. (Reading actively)	Reading true story (Inferring facts).	Reading description of people (Reading for gist).
- Cost, escalator, elevator, few, mall, need, - Flower shop, bookstore, dress shop, supermarket, pharmacy, furniture shop, vitamins, - Plane, plan, pan, dear, map, more, where, wait, white, dear, door, day,	-Head, ear, nose, neck, shoulder, arm, hand, knee, eye, hair, face, month, tooth, Teeth, stomach, - Tall, height, weight, weight, exercise, centimeters, meters, kilos, - Beard, curly, dark, fat, fair has got, moustache, straight, thin young, - Sore throat, headache, toothache, earache, backache, flu, fever, cold, - Matter, feel, better, well, ill, illness, hurts, - cup, cow, car, bird, button, ball, tab, tape, tub, rug, rat, race,	-Blouse, dress, headscarf, skirt, Jacket, shirt, pyjamas, trousers, socks, belt, shoes, sell, buy, choose, carry, - Big, expensive, old, long, short, new, sheep, small, - fog, fig, flag, oak, shock, Black, tax, fox, fax, luck Rock, knock
Listening to people talk about buying things. - Long **a: /ei/**	Listening to a description of a missing boy. -Short **'u'** sound.	-Listening to people buying cloths. -Short **'o'** sound**.**
Writing paragraph about a shopping center.	Writing sentences.	Writing statements about pictures (statements and questions).

14	13	12
Food - Talking about food likes and dislikes. - Talking about food items you need, - Describing eating habits. Talking about Frequency).	**Day by Day** - Asking about and describing daily routines - Asking for & telling the time.	**Review**
-Countable / uncountable nouns. - Some / any - Frequency adverbs (often, usually, sometimes, always & never).	- Prepositions of time. - Time expressions. - In the morning, afternoon, evening,	
Reading about different food groups. (scanning for details)	Reading a paragraph about the importance of time. (main idea)	
- Mangoes, cola, a[[les, meat, dates, oranges, chicken, onions, ice – cream, juice, milk, tomatoes, - drink, food, fruit, like, vegetables, carrot, eggs, bread, banana - baker's, butcher's, healthy, hungry, - a cup of tea, a pot of tea, a piece of cake, a glass of juice a bottle of water, cheese, - time, list, dill, class, gift, dice, die, pink milk, write, think, wink, Tim, wise, mint, lime, dime, string, rice, sit ,hit,	- It's five o'clock in the morning. It's 5:oo a.m. - It's nine o'clock in the morning. It's 9:00 a.m. -It's twelve o'clock. It's noon. - It's seven o'clock in the evening. It's 7:00 p.m. - It's twelve o'clock at night. It's 12 midnight. - It's half past five. It's 5:30 - It is a quarter past two. It's 02:15 - It is a quarter to nine. It's 8:45 - It is half past eleven. It's 11: 30 - It is a quarter to six. It's 5: 45	
-Listening for items and shopping list. - Long i sound /ai/	Listening to conversation about daily routines. -Listening for time. - Long **e: /i/**	
Writing a paragraph about eating habits.	-Writing a paragraph. - Matching sentences to pictures.	

16	15
Review	**Countries** - Asking and giving information about countries and nationalities. - Talking about weather
	Where questions.
	Reading about the weather in Africa. (main idea)
	- British, Japanese, Indian, Italian, Saudi, - nationality, language, city, country, capital, north, east, west, south, - spring, summer, autumn, winter, rainy, sunny, cloudy, hot, cold, humid, windy, snowy, - January, February, March, April, May, June, July, August, September, October, November, December, - 1^{st} First, 2^{nd} Second, 3^{rd} Third, 4^{th} Fourth, 5^{th} Fifth, 6^{th} Sixth, 7^{th} Seventh, 8^{th} Eighth, 9^{th} Ninth, 10^{th} Tenth, 11^{th} Eleventh, 12^{th} Twelfth, 13^{th} Thirteenth, 14^{th} Fourteenth, 15^{th} Fifteenth, 16^{th} Sixteenth, 17^{th} Seventeenth, 18^{th} Eighteenth, 19^{th} Nineteenth, 20^{th} Twentieth,
	-Listening for countries, nationalities, Capitals and languages. - Listening for months & seasons in different counties. - Long **o** /ou/
	Writing a descriptive paragraph about the weather in your country.

Unit One
Lesson One

Objectives of the Unit:

1. To learn the greetings; good morning and good bye, etc.
2. To say letters and numbers.
3. To take names of objects.
4. To practice writing from left to right.
5. To learn how to introduce yourself.

Aims of the lesson:

1. To learn greetings; good morning, hello, hi, good bye, etc.
2. To practice spelling of the core words.

- **Period:** (45) minutes.
- **Pages:** 1-3
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to students in the class day by day like; ***Hello, Hi, Good morning,*** but in the time, you leave the class, say; ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of students in class and apply their names on their figures, if there were any of new students in class.

Evaluation

Ask the students about their favorite events and stories:

1. Do you remember any story from class six?
2. Can you tell me any event that happened in class six?

Brainstorming

Greet your students and ask them; how they were greeting in class six:

1. Hello! Mr. … How do you do?
2. Can you tell me? What were the greeting words and phrases in class six that you were using?

<u>Step Two</u>

Discussion about Greetings

- Ask the students to look at the cover of the Student Book. Hold up your copy, point to the pictures on the cover in turn and ask! *What is this?* Call each student by name and elicit a response from them about the pictures.
- Hold up the students Book again. Ask! *What can you see?* Or point and ask! *What is this?* Encourage the students to name anything else they can name from the cover.
- Ask the students if they can remember any of their favorite events or stories from book six. Organize them in small groups of 3 or 4. Give them time to think about the stories and events and remind each other.

- Write the following greetings on the board: *Hi. Hello. Good morning. Good bye.* Then ask the students to look at page 2 of their books, and give them time to look at the pictures. Hold up your book at page 2 and point to each picture and read the greetings aloud one by one. Then get the students to repeat the greetings after you; first in chorus, then in small groups. Finally, individual students may read them on their own.
- Regular spelling practice should be given to the students to develop their ability to spell correctly the core words of the lesson. Giving regular practice in spelling is one of the performance objectives for learning English at the preparatory and intermediate level.
- **Spelling work:** Write the following words on the board again: *Hi. Hello. Good morning. Good bye.* Get the students to learn how to spell these greetings and write them in their note books.
- Tell the students to memorize the words for they will be used in the dictation exercises during the course of the unit.
- Check how well the students are learning the greetings and their spellings.

Step Three
Conversation

- Get the students to look at page 3 of the book and look at the conversation between a student and a teacher.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat the teacher's part in the dialogue after you, and the other half to repeat the student's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in **pairs** and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Four
Speaking

- Tell the students to ask about each other's name to know each other and practice together. Ask individual students to read the sentences of the dialogue correctly and fluently. When they can do this fluently, arrange them in pairs to practice conversation acting as a teacher and a student. For further practice let them to ask and answer each other's questions using the greetings.
- Read English Alphabets clearly with correct pronunciation and practice them with the class. Write the Alphabets with good hand writing on the board, and tell the students to write them down in their note books as handwriting.
- At the end you should give the students some time to memorize the dialogue, if the time remains, otherwise it would be their homework for the next day with its dictation**.**

Homework

Give your students home work about their lesson and ask them:

1. Memorize the greetings and write them in their note books.
2. Write down the Alphabets in their copies for hand writing.

* * *

Unit One
Lesson Two

Objectives of the Unit:

6. To learn the greetings; good morning and good bye, etc.
7. To say letters and numbers.
8. To take names of objects.
9. To practice writing from left to right.
10. To learn how to introduce yourself.

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. And to say letters and numbers.

- **Period:** (45) minutes.
- **Pages:** 4-5
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How do you greet among yourselves?
  2. What do you say in greetings, when you meet other people?
  3. How do you greet when you meet official people?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. What do you like for eating; *apple, banana or cake*?
  2. Have you ever seen a cow?

Step Two
Vocabulary
Part A.

- Write the following words on the board: apple, ant, boy, banana, cake, cow, desk, dishes.
- Get the students to look at page 4 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.

- Point to each letter of the alphabet in turn and get the students to read it with you. As they say *a,* point to the apple and say; *a is for…* Encourage them to say *apple.* Do the same for each letter of the alphabet from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. *A- for apple, and B- for boy.* Encourage the students to say; *it's an apple. He is a boy.* Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *what is this?* They can answer you: *This is an ant. And this is a cow.*
- Hold up a ruler. Say '*here's something beginning with r'.* Remember to use the letter name, not the letter sound, '*what is it?'* And elicit from the students the word *ruler.*
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. *-oard, -encil* and complete them yourself with suitable letters; *board and pencil*. Write other familiar words without writing the first litter of them and get students to complete the words and correct them, thus you can check their understanding of vocabulary.

Spelling work

- To check spelling ability of the students divide the students in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Part B.

- Write the letters **B, D, C and N** on the blackboard. Read the rubric or instruction text for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

B is for book. D is for duck. C is for color. And *N is for note.*

Part C.

- Write the words 1_oor, 2_ag, 3_assette, 4_pple on the blackboard. Read the rubric for the exercise in part C in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

door, bag, cassette and *apple,*

<u>Step Three</u>

Conversation

- Get the students to look at page 4 of the book and look at the conversation between Ahmad and Ali.
- Read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Ahmad's part in the dialogue after you, and the other half to repeat Ali's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus exchange their roles in the dialogue.

<u>Step Four</u>

Numbers

Part A.

- Get the students to look at page 4 of the book and tell them to look at the words of numbers under the pictures. Read the numbers aloud and get the students to listen to the numbers' words you are reading. Give the meaning of any of the words if the students do not understand and ask you for their meaning. Read the numbers again and tell the students to learn their spelling. Ask the students to write a sentence for each word of numbers on board.

Part B.

- Write the words of numbers: ***one, two, three, four, five, six, seven, eight nine and ten*** on the blackboard. Read the rubric or instruction text for the exercise in part C in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to write them in their notebooks and use them in sentences.
- Make sure that the students write the numbers and sentences in their notebooks and do not write them in their text books.

Solution

1. I have one ruler.	2. We have two pencils.
3. He has three pens.	4. She has four notebooks.
5. They have five books.	6. You have six oranges.
7. These are seven apples.	8. Those are eight students.
9. These are nine kites.	10. Those are ten flowers.

Part C.

- **Write the numbers:** Ask your students to look at the pictures in the book, and count the numbers of the pictures. Tell them to come in front of the class and write the numbers in sentences on the blackboard one by one.
- Check spelling ability of your students, and write the numbers; ight, aple, nin, sven, fiv on the blackboard with selected letters deleted, and ask the students to complete the spelling of the words.

Part D.

- **Say and write phone numbers:** Read the numbers of a phone aloud and tell your students to write them down in their note books.

- Tell a student to read his phone number or any supposed number of a phone, and the other students should write it down in their note books to practice their writing of phone numbers.

Part E.

- To practice writing of numbers, tell your students to write their mobiles numbers.

Homework

- Give your students homework about their lesson and tell them:
  1. Memorize the words of numbers from one to hundred, and practice their spellings in their note books.
  2. Make a sentence for each word under the pictures on page 4, and write them down in their note books.

* * *

Unit One
Lesson Three

Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. Introduce the indefinite Articles: a and an.
4. And explain the Vowels and Consonant letters.

- **Period:** (45) minutes.
- **Pages: 6-7**
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and modals.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say *Hello* to the students and get them to say *Hello* back to you. However, the way of greetings should be varied to the students in the class day by day like; Assalamu Alikum, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What did you learn from the new words?
  2. How do you write telephone numbers?
  3. Can you write in words the number from one to ten?
  4. Ask the students to spell some core words of the lesson?

Brainstorming

- Ask the students something about their new lesson:
  1. Have you ever seen any eagles?
  2. Did you go to the forest?
  3. Do you like eating grapes?

Step Two
Vocabulary
Part A.

- Write the following words on the blackboard: ***eagle, forest, grape, hay, engine, frog, garlic* and *hand.***
- Get the students to look at page 6 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word of the vocabulary in turn and get the students to read it with you. As they say *e,* point to the eagle and say; *e* is *for* .... Encourage them to say *eagle.* And then point to the forest and say; *f* is *for* ... Encourage them to say *forest.* Do the same for each letter of the alphabet from the vocabulary.

- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them in Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. *g- for* .... Encourage students to say; *grape.* Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *What is this?* And *What is that*. They can answer you: *This is a frog. And that is an engine.*
- Point to the blackboard. Say; '*There is something beginning with b'.* Remember to use the letter name, not the letter sound. '*What is that?'* And elicit from the students the word *blackboard.*
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. *-en, -uler, -rog* and complete them yourself with the correct form of the words; *pen, ruler,* and *frog* . Write other familiar words without writing the first letter of them and get the students to complete the words and correct them, thus you can check their understanding of the vocabulary.
- **Spelling work:** To check spelling ability of the students, divide the students in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.

Part B.

- Write the letters **E, F, G, and H** on the blackboard. Read the rubric for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Answers

1. E is for elbow and for elder.
2. F is for father and face.
3. G is for girl and goat.
4. H is for hen and hair.

Part C.

- Write the words **1_raser, 2_ood, 3_ame, 4_orse, 5_lag, 6_gg, 7_and** on the blackboard. Read the rubric or instruction text for the exercise in part C in the book aloud. Do not get the students to read the rubric or the instruction for the exercise aloud. Then ask the students to look at the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word.

- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

1. Eraser 2. Good 3. Name 4. Horse 5.Flag 6.Egg 7. Hand

Step Three

Definition of Letters and Articles

Letters:

1. **Alphabet Letters**: A set of letters arranged in order for the formation of words are called Alphabet Letters. The English Alphabet has twenty-six letters: vowels and consonants.
2. **Vowel Letters**: Vowels are five letters: (A E I O U). However, (WY) are called semi vowels.
3. **Consonant Letters**: Consonant letters are B C D F G H J K L M N P Q R S T V X Z.

- **Articles:** Articles are small words (the, a, an) that are often used at the beginning of nouns, phrases and adjectives. They can show whether we are talking about things that are known both to the speaker/writer and to the listener/reader (**'definite'**), or that are not known to them both (**'indefinite'**).
- **"A"** and **"an"** are called the indefinite articles, because they are not used with any particular noun. On the other hand they generalize it, as:
    1. Lend me **a pencil**, please. (Here "a pencil" means any pencil).
    2. Give me **an eraser**, please. (Here "an eraser" means any eraser**).**
- **"The"** is called the definite article, because it is used with some particular person or thing, as:
    1. This is **the pen** I bought today. (Here "the pen" means a particular pen).
    2. Lend me **the book** of stories. (Here "the book" means a particular book).

Complete the following sentences with a or an.

Solution

1. This is *an* orange.	2. This is *a* ball.
3. Is this *a* table?	4. Is this *a* horse?
5. I have *an* interesting book.	6. Is this *an* intelligent boy?

Step Four

Conversation

Part A.

- Get your **students** to look at page 7 of the book and look at the conversation between Saber Ahmad and Shabeer.
- Read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Saber Ahmad's part in the dialogue after you, and the other half to repeat the Shabeer's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.

Part B.

Make similar conversation.

- Get the students to work in pairs and use the model dialogue for making a similar conversation. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one has to give the answer. Thus exchange their roles in the dialogue.

Listening

Part A.

- Read the conversation aloud and tell the students to put the conversation in order. Check the work of the students to see if they have understood the conversation well.

Part B.

Make a similar conversation.

- Get the students to work in pairs and use the model dialogue for making a similar conversation. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one to should give the answer. Thus exchange their roles in the dialogue.

Homework

- Ask your students something about their lesson and ask them:
    3. Make a sentence for each word under the pictures on page 4, and write them down in their notebooks.
    4. Write the number of Vowels letters and the Consonants.

* * *

Unit One
Lesson Four

<u>Attention</u>: This lesson should be taught in two periods.

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. To use words in sentences.
4. To learn how to use indefinite Articles: a and an.
5. To be familiar with the correct sound of the letters.

- **Period:** (45) minutes.
- **Pages: 8-9-10**
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and modals.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say *Hello* to the students and get them to say *Hello* back to you. However, the way of greetings should be varied to the students in the class day by day like; Assalamu Alikum, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What did you learn from the new words?
  2. What is the difference between Vowels and Consonants?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. Do you have any kittens?
  2. Have you ever seen any lions?
  3. Did you fly a kite?

<u>Step Two</u>

Vocabulary

Part A.

- Write the following words on the board: **ink, jungle, kitten, lion, jackal, kite and lemon**.
- Get the students to look at page 8 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word of the vocabulary in turn and get the students to read it with you. As they say I*,* point to the word *ink* and say; *I* is *for* …. Encourage them to say *ink.* And then point to the word *jungle* and say; *J* is *for* … Encourage them to say *jungle.* Do the same for each letter of the alphabet from the vocabulary.

- Give the meanings of any of the words if the students do not understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them in Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciations.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. *j- for* .... Encourage the students to say; jungle. Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *What is this?* And *What is that*. They can answer you: *This is an ink. And that is a jungle.*
- Point to the blackboard. Say; '*There is something beginning with L'.* Remember to use the letter name, not the letter sound. '*What is that?'* And elicit from the students the word *line, etc.*
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, **e.g. *-ong, -ast, -earn*** and complete them yourself with the correct form of the words; ***long, last,* and *learn*** . Write other familiar words without writing the first letter of them and get the students to complete the words and correct them, thus you can check their understanding of the vocabulary.
- **Spelling work:** To check the spelling ability of the students, divide the students in two groups and write the word kite on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.

Part B.

- Write the letters **J, K, and L** on the blackboard. Read the rubric for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

1. J is for jug.
2. K is for kind.
3. L is for life.

Part C.

- Write the words**1_acket 2_nk 3_uice 4_lag 5_ite 6_ouse 7_ce 8_oal 9_irl and 10_amp** on the blackboard. Read the rubric or instruction text for the exercise in part C in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

1. Jacket. This is my jacket.
2. Ink. That is your ink.

3. Juice. He drinks juice.
4. Flag. This is the flag of Afghanistan.
5. Kite. It is your kite.
6. Mouse The mouse is running.
7. Ice. Put a piece of ice in the water.
8. Goal. He kicked the ball towards the goal.
9. Girl. Salima is a very polite girl.
10. Lamp. Khalid has a table lamp.

Part D.

- Write the words **Ice – ink – internet – lamp – key – kitten – lemon – lesson -** on the blackboard. Read the rubric or instruction text for the exercise in part D in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to write them in their notebooks and use them in sentences.
- Make sure that the students write the numbers and sentences in their notebooks and do not write them in their text books.

Solution

1. Put a piece of ice in the glass.
2. He writes the letter with ink.
3. We use the internet to get useful information.
4. I have a lamp on my table.
5. He keeps his motor key in his pocket.
6. She has a beautiful kitten.
7. We use lemon in salad.
8. He teaches English subject in the class.

<u>Step Three</u>

Phonics

Part A.

- **Definition of phonic:** It is a method of teaching people to read based on the sounds that the letters represent**.**
- Get your students to look at page 9 of the book, and tell them to look at the pictures. Read the name of the pictures aloud and get them to listen to the words you are reading from the pictures. Ask the students to repeat the word after you. Thus, get the students to practice the correct pronunciation of the words with you.

Part B.

- Write the words **1_ar, 2_irl, 3_nvelope, 4_lower, 5_air, 6_emon** on the blackboard. Then ask your students to write them in their notebooks. Read the rubric or instruction text for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the pictures carefully, complete them by writing an appropriate letter at the beginning of each word, while the teacher is reading them..
- Make sure that the students write the words in their notebooks and do not write them in their text-books.

Solution

9. **Car, 2. Girl, 3. Envelope, 4. Flower, 5. Hair, 6. Lemon,**

Indefinite Articles

Write indefinite articles (a/an) on the blackboard and tell your students that the indefinite articles (a/an) are used with singular nouns when either you or your listener does not have a specific person, place, or thing in mind, e.g.

A: Let’s buy *a* notebook.

B: It's a good idea.

- Tell the students that here in the above two examples of A and B, the speakers are not talking about a specific notebook, it is neither known for the speaker nor for the listener specifically.

Use of *a* and *an:*

A is used before a word beginning with a consonant letter, e.g.

1. He is a dentist.
2. This is a bottle of water.
3. It is a flower.

An is used before a word beginning with a vowel letter, e.g.

1. That is an egg.
2. This is an orange.
3. It is an umbrella.

You have to remember that in fact it is the sound not the letter, that determines whether to use (a) or (an). And do not put (a/an) before plural nouns, e.g.

1. He teaches English for an hour.
2. Khalid is an honest principal.
3. She is an honorable teacher.

<u>Step Four</u>

Memory Game

- Tell your students to look at the pictures on page ten of their books, and put a/an before their names, or say their numbers in singular or plural wherever it is necessary, e.g.
  1. An apple: I eat an apple every day.
  2. A horse: He rides on a horse.
  3. Two cassettes: Hamid has two cassettes.
  4. Four bananas: There are four bananas in the tray.
  5. An egg: She buys an egg every day.
  6. A blackboard: We have a blackboard in our class.
  7. A class room: Each grade has a classroom in our school.
  8. A bunch of flowers: There is a bunch of flowers on the table.
  9. A bundle of carrots: There is a bundle of carrots in the sack.

Writing:

- Write the sentences in the 'Writing' part of the lesson on the blackboard with the blank spaces, and tell your students to complete them with the correct article or number, and write them down in their notebooks.

Solution

1. I have **a** beautiful parrot.
2. She plays with **a** ball.
3. Javed wrote **a** letter to his father yesterday.
4. Khatera tries to buy **an** umbrella.
5. I eat **an** egg every morning.

Speaking

- Write the greeting terms ' hello, hi, good morning and good bye' on the blackboard, and ask your students; "what do you say when you meet":
  1. Someone for the first time?
  2. A teacher?
  3. A friend?

- And what do you say when you leave:
  1. Your house?
  2. The classroom?
- Divide your students in pairs to find the answer for the questions.

Solution

1. When we meet someone new for the first time, we greet him by saying ‘Hello’.
2. When we meet our teacher, we greet him by saying ‘good morning.
3. When we meet a friend of ours, we greet him by telling ‘Hi’ to him.
4. When we leave our houses, we leave them with saying ‘bye bye’.
5. When we leave our schools, we leave them with saying ‘good bye’.

- Divide your students in some groups to practice the greetings by making a conversation among them.

Vocabulary list:

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give your students homework about their lesson and ask them:
  1. Write a sentence for each one of the following words:
     “ink, jungle, kitten, lion, jackal, kite and lemon”.
  2. Write four sentences with indefinite articles.
  3. Practice the spellings of some important words in the vocabulary list.

* * *

Unit Two
Lesson One

Objectives of the Unit:
1. To name the classroom objects.
2. To follow the classroom instructions.
3. To read words and numbers.
4. To write words and numbers.

Aims of the lesson:
1. To increase lexicon ability.
2. To practice a conversation.
3. To learn singular and plurals in grammar.

- **Period:** (45) minutes.
- **Pages:** 12-14
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم *to* the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the rule for using indefinite articles?
  2. How do you greet someone you meet for the first time?
  3. What do you say in greetings, when you meet your teacher?
  4. What do you say when you leave your home?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. What do you like for eating; *olives or oranges*?
  2. Have you ever seen any monkeys?

Step Two

Vocabulary

Part A.

- Write the following words on the board: **monkey, moon, needle, nail, olives, orange, pepper, and pigeon.**
- Get the students to look at page 13 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.

- Point to each letter of the alphabet in turn and get the students to read it with you. As they say m*,* point to the monkey and say; *m is for…* Encourage them to say *monkey.* Do the same for each letter of the alphabet from the vocabulary.
- Give the meanings of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. *M- for monkey, and N- for needle.* Encourage the students to say; *It is a monkey. And it is a needle.* Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *what is this?* They can answer you: *This is an orange. And this is a pigeon.*
- Hold up a pen. Say '*here's something beginning with p'.* Remember to use the letter name, not the letter sound, 'what is it?' And elicit from the students the word pen.
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. *-an, -oman* and complete them yourself with the correct form of the words; *man and woman*. Write other familiar words without writing the first word of them and get students to complete the words and correct them, thus you can check their understanding of the vocabulary.

Spelling work

- To check the spelling ability of the students, divide the students in two groups and write the word orange on the blackboard and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

<u>Step Three</u>

Part B.

- Write the letters **M N O and P** on the blackboard. Read the rubric or instruction text for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

M is for map, N is for native, O is for onion, And *P is for park.*

Part C.

- Write the words 1_age, 2_lag, 3_range, 4_ail, 5_oney, _set, _oon on the blackboard. Read the rubric for the exercise in part C in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word.

- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

cage, flag, fail, money, test, soon, orange

Things in the classroom

- Tell your students to look at the pictures on page 14 of the book and find the things available in the classroom. Then tell them to listen to the teacher while he reads the words carefully. Explain the things to the students with their meanings and, tell the students to write the words in their notebooks.

<u>Step Four</u>

Conversation

- Get the students to look at page 14 of the book and look at the conversation between a student and a teacher.
- Read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat student's part in the dialogue after you, and the other half to repeat the teacher's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one to should give the answer. Thus exchange their roles in the dialogue.

Grammar

- Write down the definition of singular noun and plural noun on the blackboard; tell your students that there are two kinds of nouns; Singular Nouns and Plural Nouns:

1. **<u>Singular Noun</u>: A noun that denotes one thing or person or place is called *Singular noun,*** e.g. book, carrot, mobile,
2. **<u>Plural noun: A noun that</u> indicates more than one thing, person, or place is called Plural noun,** e.g. books, carrots, mobiles.

1. **Give the plural forms of:** lamp, ant, sock, door, ring, dog, dish
2. **Give the singular forms of:** watches, brushes, nails, keys, eggs, flowers, desks.

Solution:

A. lamps, ants, socks, doors, rings, dogs, dishes,
B. Watch, brush, nail, key, egg, flower, desk.

Homework

- Give your students homework about their lesson and ask them:
  1. Use the following words in sentences; table, chair, bag, ruler, eraser.
  2. Make plural of the following words; monkey, moon, needle, nail, olive, orange, pepper, pigeon.

* * *

Unit Two
Lesson Two

Attention: This lesson should be taught in two periods.
Aims of the lesson:
1. To introduce new vocabulary.
2. To develop spelling ability.
3. To practice conversation.

- **Period:** (45) minutes.
- **Pages:** 15-16
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One
- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the difference between a Singular noun and a Plural noun?
  2. Name four things in your classroom, and make them plural?

Brainstorming
- Ask the students something about the words in vocabulary:
  1. Did you eat a sandwich?
  2. Have you ever seen any tigers?

Step Two
Vocabulary
Part A.
- Write the following words on the board: **quarter, quail, robot, rabbit, sandwich, soccer, tomato, and tiger.**
- Get the students to look at page 15 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each letter of the alphabet in turn and get the students to read it with you. As they say *q,* point to the quail and say; *q is for…* Encourage them to say *quail.* Do the same for each letter of the alphabet from the vocabulary.
- Give the meanings of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. *r- for rabbit, and t- for tomato.* Encourage the students to say; *it's a rabbit. It is a quail.* Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *what is this?* They can answer you: *This is a robot. And this is a tiger.*
- Point to something. Say '*there is something beginning with t.* Remember to use the letter name, not the letter sound, '*what is it?'* And elicit from the students the *needed word.*
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. *-oard, -encil* and complete them yourself with the correct form of the words; *board and pencil*. Write other familiar words without writing the first letter of them and get the students to complete the words and correct them, thus you can check their understanding of vocabulary.

Spelling work

- To check the spelling ability of the students, divide the students in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.
  - Keep the scores and see which group wins.

Part B.

- Write the letters **O, R, S, and T** on the blackboard. Read the rubric or instruction text for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

Q *is for queen. R is for rug. S is for salt.* And *T is for tall.*

Part C.

- Write the words 1_uater, 2_oom, 3_ix, 4_ree 5_en, 6_uail 7_even, 8_ock, 9_omat on the blackboard. Read the rubric for the exercise in part C of the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look at the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word. Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

Quarter, six, tree, pen, quail, seven, sock, tomato

<u>Step Three</u>

Conversation

- Get the students to look at page 16 of the book and look at the conversation between a Teacher and the Students.
- Read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Teacher's part in the dialogue after you, and the other half to repeat the Student's part in the dialogue after you.

- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not..
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus exchange their roles in the dialogue.

<u>Step Four</u>

Grammar

- Write the words **This/That and These/Those** on the blackboard, and tell your students that these are **Demonstrative Pronouns; which are used to point out the object or the noun to which they refer.**

There are two kinds of demonstrative pronouns; Singular Demonstrative Pronoun and Plural Demonstrative Pronoun:

1. **'This'** is Singular Demonstrative Pronoun which refers to a near object or noun, e.g. *this is a book.*
2. **'These'** is plural Demonstrative Pronoun which refers to near objects or nouns, e.g. *these are books.*
3. **'That'** is Singular Demonstrative Pronoun which refers to a far away object or noun e.g. that *is a bag.*
4. **'Those'** is plural Demonstrative Pronoun which refers to far away objects or nouns, e.g. *those are books*.

Part A.

- Write the incomplete sentences in part A of the book, on the blackboard, and tell your students to complete them with suitable demonstrative pronouns, **this/that or these/those.**

Solution

1. These are glasses.
2. This is a bird.
3. This is a parrot.
4. That is a tiger.
5. Those are flowers.
6. That is a lion.

Part B.

- Tell your students to complete the incomplete sentences in part B of the book, with **this/that or these/those.** Remind your students not to write in their books.

Solution

1. These are bags.
2. That is an orange.
3. These are books.
4. Those are flowers.
5. These are camels.
6. That is a bird.

Part C.

- Arrange your students in pairs and tell them to ask about different things in their classroom, thus practice the demonstrative pronouns for near and far places.

Homework

- Give your students homework about their lesson and ask them:

1. Use the following words in sentences; quarter, quail, robot, rabbit, sandwich, soccer, tomato, and tiger.
2. Make a sentence for each of the demonstrative pronouns **this/these and that/those**.

* * *

Unit Two
Lesson Three

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. To learn and practice classroom instructions.

- **Period:** (45) minutes.
- **Pages:** 17-18
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Evaluate your students by asking some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What are demonstrative pronouns for near and far away?
  2. Point at your fingers two things that are near in the classroom, and two things that are far away there.

Brainstorming

- Ask the students something about the words in the vocabulary section of the book:
  1. Stand up.
  2. Sit down.

Step Two

Vocabulary
Part A.

- Write the following words on the blackboard: **umbrella, vase, watch, X-ray, yak and zip.**
- Get the students to look at page 17 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each letter of the alphabet in turn and get the students to read it with you. As they say *u,* point to the umbrella and say; *u is for…* Encourage them to say *umbrella.* Do the same for each letter of the alphabet from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own.

Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

- Get the students to write the words in their note books, and tell them to learn the spellings *of* the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. v- *for vase, and y- for yak.* Encourage the students to say; *it's a vase. It is a yak.* Tell the students to look at the pictures again, and ask questions about the pictures, e.g. *what is this?* They can answer you: *This is a vase. And this is a yak.*
- Point to something. Say '*there is something beginning with u.* Remember to use the letter name, not the letter sound, '*what is it?'* And elicit from the students the *needed word.*
- You can increase the **words ability** of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. *-oard, -encil* and complete them yourself with the correct form of the words; *board and pencil*. Write other familiar words without writing the first letter of them and get the students to complete the words and correct them, thus you can check their understanding of the vocabulary.

Spelling work

- To check the spelling ability of the students divide the students in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Part B.

- Write the letters **u, v, w, x, y, and z** on the blackboard. Read the rubric or instruction text for the exercise in part B in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students to look to the letters on the blackboard and use them in the beginning of a word.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

1. U *is for unique.*
2. *V is for vast.*
3. *W is for water.*
4. *X is for Xerox.(copy)*
5. *Y is for year.*
6. *Z is for zebra.*

<u>Step Three</u>

Part C

- Write the words 1_oo, 2_ake, 3_indow, 4_an 5_ase, 6_ater 7_omen, 8_ebra, 9_ou, 10_ater, 11_ ellow _12_ ag on the blackboard. Read the rubric for the exercise in part C. in the book aloud. Do not get the students to read the instruction for the exercise loudly. Then ask the students at look to the words on the blackboard and complete them by writing an appropriate letter in the beginning of each word. Then use the words in sentences.
- Make sure that the students write the words in their notebooks and do not write them in their text books.

Solution

1. zoo	That is a zoo.
2. cake	This is a cake.
3. window	The room has a wide window.
4. man	That is a tall man.
5. base	School is a good base for getting education.
6. water	I drink water.
7. Women	Those are women.
8. zebra	That is zebra.
9. you	You have a good pen.
10. cater	A cook caters food for my family.
11. fellow	Ahmad is my fellow student.
12. bag	Is this your bag?

Step Four

Classroom instructions: Write some classroom instructions on the blackboard:

1. Open your book.
2. Turn to page 9.
3. Look at the picture.
4. Close your book.
5. Pick up your pen.
6. Put down your pen.
7. Listen to the cassette.
8. Sit won.
9. Stand up.
10. Don't sit down.

Get the students to look at page 18 of the book and ask them to listen to you while you are reading the **classroom instructions** to them. Ask the students to practice these sentences in pairs with their partners in order to understand them.

Listening

- Ask the students to concentrate on the listening part. Make them listen to you while you are reading the instructions to them. Teach them some of the phrases which are used on a daily basis e.g. stand up, sit down, open your book, close your book, don't cheat etc. After you have read the instructions, ask them to match the phrases with their suitable pictures. If they make a mistake in matching the phrases, please correct them and encourage them.

Homework

- Give homework to the students about their lesson and ask them:

1. Write the meanings of all the vocabulary words that they have read in this lesson.
2. Memorize the classroom instructions and write them in your notebooks.

* * *

Unit Two
Lesson Four

<u>Attention</u>: This lesson should be taught in two periods.

Aims of the lesson:

1. To introduce new vocabulary
2. To develop spelling ability.
3. To know about singulars and plurals

- **Period:** (45) minutes.
- **Pages: 19-20**
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some questions about their previous lesson to check their understanding of the topic and tell them:
  1. What is an umbrella used for?
  2. Can you name some of the things in your classroom?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. Have you seen any zebras, and what does it looks like?
  2. Can you make the plural form of the words; a book, a key, a brush?

<u>Step Two</u>

Phonics

Part A.

- Write the following letters on the blackboard: r, h, p, c, x, z.
- Get the students to look at page 19 of the book and tell them to look at the pictures. Ask the students to put the correct letter in front of the suitable pictures in the given blanks.
- Give the meanings of any of the words if the students don't understand and ask you for their meaning.
- Read the singular words and make the students repeat after you and then read their plurals to them. Explain the words clearly and do not translate them into Pashto or Dari.

Step Three

- Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.
- Write a letter on the board and tell your students to complete it as a word in the book, e.g. r- for ring, and p- for pen. Encourage the students to say; it's a pen .It is a ring. Tell the students to look at the pictures again, and ask questions about the pictures, e.g. what is this? They can answer you: This is a zebra. And this is a hen.
- Point out to something in the classroom and tell your students; there is something beginning with … Remember to use the letter name, not the letter sound, 'what is it?' And elicit from the students the needed word.
- You can increase the words ability of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. -oard, -encil and complete them yourself with the correct form of the words; board and pencil. Write other familiar words without writing the first letter of them and get students to complete the words and correct them, thus you can check their understanding of vocabulary.

Spelling work

- To check the spelling ability of the students divide them in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.
- Keep the scores and see which group wins.

Step Three

Part B.

Grammar summary

- Read the Singular Nouns and ask the students to repeat after you, then with every singular read its plural. Then ask the students to practice it with their partners. You can give some more nouns to the students to make their plurals in order to understand it better.
- Read the Singular Demonstrative Pronouns and ask the students to repeat after you and then with every singular read its plural. Then ask the students to practice it with their partners. You can make some more sentences in Demonstrative Pronouns to the students to make their plurals in order to understand it better.

Polite way of talking

- Write the following sentences on the blackboard:
  1.Open the door, please.
  2.Please, open the door.
- Tell your students to use the word "please" when they talk with people in order to be polite in their social communications. There are two ways for using 'please' as it has been shown in above two sentences; to bring it in the beginning of a sentence and in the end of a sentence. Tell your students to make more polite sentences by using 'please' there.

Part A.
Making Plurals.

- Write the words book, box, ruler, eraser, desk, and table on the blackboard, and tell your students to make them plural. Then tell them to use the words in sentences. However, there are some rules and regulations for forming plural nouns:
  1.The plural noun is generally formed by adding **–s** to the singular, as: boy, **boys**; pen, pens; girl, girls; desk, desks;
  2.But nouns ending in –s, -sh, -ch, or x form the plural by adding –es in the singular' as: class, classes; brush, brushes; branch, branches; buss; busses tax, taxes.
  3.The most nouns ending in –o also forms the plural by adding –es to the singular, as: potato, potatoes; mango, mangoes.
  4.A few nouns ending in –o merely add –s, as: kilo, kilos; photo, photos.

Solution

1.Books: These are our books.
2.Boxes: Those are your boxes.
3.Rulers: These are new rulers.
4.Erasers: Those are their erasers.
5.Desks: There are many desks in the office.
6.Tables: All the students have tables in front of them.

<u>Step Four</u>

Vocabulary

- Tell the students to look at the puzzle on page 20 of their books and elicit them to find the puzzle words with the names of the pictures around the puzzle schedule. Tell your students to draw the schedule in their notebooks and they should not write it in their books.

Vocabulary list:

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give the students homework about their lesson:
  1. Write four sentences using 'please' in them.
  2.Make plurals of the following words, and use them in sentences:
  tree, cow, match, box, dish, cargo, computer

* * *

Unit Three
Lesson One

Objectives of the Unit:

1. To talk about your school subjects, location and occupation.
2. To talk about things you do at school.
3. To read the problems and say the numbers.

Aims of the lesson:

1. To discuss the school environment.
2. To increase words ability.
3. To learn mathematic terminologies.

- **Period:** (45) minutes.
- **Pages:** 23-24
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What are the classroom expressions?
  2. What are the rules for making plural nouns?
  3. What is the polite way of talking, when you meet other people?

Brainstorming

- Ask the students something about the words at school environment:
  1. Do you have a library in your school?
  2. Do you like horses?

Step Two

Discussion

Part A.

- Get your students to look at page 23 of the book and tell them to look at the pictures, and name the things which belong to school. Point to each picture on the page and get the students to read it with you. Take the name of any of the pictures if the students don't understand it. Let the student to discuss the things which belong to the school and thus practice their new vocabulary.

- Read the pictures by their names and tell the students to repeat them after you; first in chorus, then in small groups. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Conversation

- Get the students to look at page 23 of the book and look at the conversation between Amina and Asifa.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Amina's part in the dialogue after you, and the other half to repeat Asifa's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

<u>Step Three</u>

Vocabulary

Part A.

- Write the following verbs on the board: roar, think, play, run, and fly.
- Get the students to look at page 23 of the book and tell them to look at the pictures. Read the verbs under the pictures aloud and get the students to listen to the verbs you are reading.
- Give the meaning of any of the verbs if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

Part B.

- Get the students to choose the correct verbs from the exercise in part B in the book. Divide the students in pairs to make competition in choosing the correct verbs in the sentences.

Solution

1. thinks, 2. runs, 3. plays, 4. reads, 5. flies, 6. roars.

Speaking

- Tell the students to ask about each other's name to know each other and practice together. Ask individual students to read the sentences of the dialogue correctly and fluently. When they can do this fluently, arrange them in pairs to practice the conversation acting as student A. and student B. For further practice let them to ask and answer each other's questions using the model conversation.

<u>Step Four</u>

Problems

Part A.

- Write the mathematic terms or terminology; Addition, subtraction, multiplication and division on the blackboard. Read the terms aloud and get the students to listen to the terms you are reading. Give the meaning of any of the terms if the students don't understand and ask you for their meanings.
- Read the terms and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the problems clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

Part B.

- Elicit your students to follow the above pattern and describe the problems by themselves to practice the terms and terminology correctly.

Homework

- Give the students homework about their lesson:

1. Write four sentences using the words from 'at school' section.
2. Write three problems in your notebooks, and explain them according to the mathematical terminology.

* * *

Unit Three
Lesson Two

Attention: This lesson should be taught in two periods.

Aims of the lesson:

1. To increase students' vocabulary.
2. Students to discuss their favorite subjects.
3. To introduce verbs "Be" to the students.

- **Period:** (45) minutes.
- **Pages:** 25-26
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.Can you name some of the classroom activities?
  2.Can you name some mathematical terms?

Brainstorming

- Ask the students something about the words in vocabulary:
  1.What is your favorite subject in school?
  2.I am a teacher, what are you?

Step Two

Vocabulary

Part A.

- Write the following words on the board: English, Math, Biology, Ethics, History, Pashto, Dari, Geography and Art. Get the students to look at page 25 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning. Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during

the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

- You can increase the words ability of your students in another way; Write some words on the board removing one letter of the words from the beginnings, e.g. -oard, -encil and complete them yourself with the correct form of the words; board and pencil. Write other familiar words without writing the first letter of them and get the students to complete the words and correct them, thus you can check their understanding of the vocabulary.

Spelling work

- To check the spelling ability of the students divide the students in two groups and write the word apple on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.
- Keep the scores and see which group wins.

Part B.

- Describe the subjects under the pictures to the students, and tell them what the subjects are about, and make them understand the meaning of each subject. Then Get your students to discuss the subjects among them and choose their favorite subject. Then ask them to tell you the reason for their favorite subjects; why they like their chosen subject, e.g.
- History is my favorite subject, because it tells us the stories of the tribes and ethnicities in our country and in the world. It also tells us the role of Afghan nation in the region and in the world politics. We take positive lessons from our history and use them in strengthening our national unity and solidarity among different social and political groups in Afghanistan. Thus tell your students to express their views about the rest of the subjects.

Listening

- Read the rubric and tell one of your students to come in front of the class and describe his/her favorite subject, and tell other students to write his/her explanation in their notebooks to use it in similar conversational structure. The students have to make questions and answers to practice their spoken English and conversation. They have to improve their ability of speaking by taking part in the dialogues, and discussing their favorite subjects.

<u>Step Three</u>

Conversation

A. Listen to the dialogue and practice.

- Get the students to look at page 26 of the book and look at the conversation between head master, director, and between Nawab and Nemat. First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Head master's part in the dialogue after you, and the other half to repeat the Director's part in the dialogue after you. Then one half to practice Nawab's part and another half to practice Nemat's part in the dialogue. Now divide the class in small groups to practice the dialogue. Finally, individual students may read them on their own.

- Explain the conversation clearly to your students and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not. Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

B. Do you think teaching is an interesting Job? Why?

- Write the rubric on the blackboard and tell one half of the class to express their views in this regard. Then give a chance to the other half of the class to express their views in this regard. Then divide the class in small groups to express their opinions about the job of a teacher. Finally call individual students to come in front of the class to make statements about teaching.

Step Four

Grammar

- Write 'Be' verbs (am, is, are) on the blackboard. Then write the simple present form of 'Be' both in full form and short form, e.g.

Full form	Short form
I am a teacher.	I'm a teacher.
You are a student.	You're a student.
Taher is the head master of our school.	Taher's the head master of our school.
We are boys.	We're boys.
They are intelligent students.	They're intelligent students.
Shabnam and mariam are friends.	They're friends.

- Tell your students that when 'Be' verbs (am, is, are) are used in simple present tense, they are full verbs. It also has to be mentioned that we can use 'be' verbs both in full size verbs and in contracted or short forms. But, you have to note that short forms never occur at the end of a sentence, e.g.
  I don't know where they are. But it is wrong to say:
  I don't know where they're.

- Now tell your students to complete the sentences in the book with the correct form of "Be". Remind the students that they have to use pencil rather than pen.

Solution

1. is 2. are 3. are 4. are 5. are 6. is 7. is 8. is.

Homework

- Give your students homework about their lesson, and ask them:
  1.Name four of their school subjects and explain them briefly.
  2.Use 'Be' verbs in five sentences; once in full size and then in short form.

* * *

Unit Three
Lesson Four

Aims of the lesson:

1. To introduce Soft C and Hard C in Phonics.
2. Revision of the "Be" verbs.
3. To practice Punctuations in writing skills.
4. To improve Speaking skills and vocabulary list.

- **Period:** (45) minutes.
- **Pages:** 29-30
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How many "Be" verbs are there for present tense?
  2. How many Punctuation marks did you learn in the last lesson?

Brainstorming

- Ask the students something about their school Building:
  1. What is the difference between 'city' and 'cat' in pronunciation?
  2. How can you make the short answers?

<u>Step Two</u>

Phonics

- Write the words of 'circle, cell, cake and cat on the blackboard, and read them aloud while the students follow it. Repeat the words aloud and get the students to pronounce them correctly. Then explain the two different sounds of 'C'; the soft one and the hard one. Then write the phonics rules for soft 'c' and hard 'c' on the blackboard.

Rule:

1. When the letter **C** is followed by the vowel **e, I,** or **y,** it usually give the soft **c** sound.
2. When the letter C is followed by the vowels a, o, or u, it usually gives the consonant C sound.

- Now tell your students to write them down in their notebooks. Tell the students to practice them by reading in pairs, and you should check; how the students pronounce and stress the words.

- You must help the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part A.

- Tell your students to read the rubric and instruction in part A quietly. After they have finished reading, ask them to underline the soft 'c' sound words and the hard 'c' sound words in the sentences. Remind the students to use pencil in the book not pen.

Solution

1. <u>Cell</u> has the soft 'c' sound.
2. <u>Car</u> has the hard 'c' sound.
3. <u>Ceiling</u> has the soft 'c' sound.
4. <u>City</u> has the soft 'c' sound.
5. <u>Cake</u> has the hard 'c' sound.
6. <u>Carpet</u> has the hard 'c' sound.
7. <u>Clean</u> has the hard 'c' sound.

Part B.

- Tell your students to write sentences for the given words in part B on page 29 of the book and point out whether the letter 'c' in the word has the soft 'c' sound or hard 'c' sound.

<u>Step Three</u>

Grammar Summary

- Write **'Be'** verbs **(am, is, are)** on the blackboard. Then write the simple present form of 'Be' in affirmative, Negative detailed forms and interrogative form with short answers, e.g.

	<u>Affirmative</u>	**<u>Negative</u>**
1.	I **am** an intelligent student.	I **am** not an intelligent student.
2.	He/she **is** a polite student.	He/ she **is** not a polite student.
3.	We/you/they **are** teachers.	We/you/they **are** not teachers.

	<u>Interrogative</u>	**Short Answers**
1.	Is he a student?	Yes, he is.
2.	Is it your bag?	No, it is not.
3.	Are they new students?	Yes, they are.
4.	Are you a student?	No, I am not.
5.	Are we good friends?	Yes, we are.

- Tell your students that when **'Be'** verbs **(am, is, are)** are used in the beginning of simple present tense, the sentence is being changed from statement or assertive condition to the question or interrogative condition. In response to the question, the answers are short, in affirmatives form and negative form.

Complete the sentences in the book with the correct form of 'Be".

1. <u>Are</u> we students? No, we <u>are</u> not.
2. She <u>is</u> a nurse.
3. <u>Am</u> I your friend? Yes, you <u>are</u>.
4. It <u>is</u> her ribbon.
5. <u>Is</u> he a driver? No, he <u>is</u> not.

<u>Step Four</u>

Writing

- Tell your students to arrange the sentences in the writing section in their correct form.

1. Is he a doctor?
2. They are students.
3. I and Wazir Gul are students.
4. Is she a teacher?
5. It is grade 7 class.

Speaking

- Tell your students to discuss about the new school they want to go. They should ask each other about their desirable school, and thus practice the conversation together. Ask individual students to express his/her opinion about the school he/she wants to go and give the reason in this regard, and make the dialogue correctly and fluently. For further practice let them to ask and answer each other's questions using the pattern.

Vocabulary list

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for the students who want to check their spelling of any key word in the Unit.

Homework

- Give the students homework about their lesson and tell them:
  1. Write four interrogative sentences using ‘Be’ verbs, and give them short answers.
  2. Make two sentences using soft ‘c’ letter in them.
  3. Make two sentences using hard ‘c’ letter in them.

* * *

Unit Four
Lesson One

Objectives of the Unit:
Review

Aims of the lesson:
1. To develop speaking skills.
2. To practice listening skills.
3. To introduce new vocabulary.
4. To practice more grammar.

- **Period:** (45) minutes.
- **Pages:** 33- 34
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the rule for soft 'c' and hard 'c' sounds?
  2. What do the short answers mean?

Brainstorming

- Ask the students something about the coming lesson.
  1. What is your phone number?
  2. Who is smart in solving a puzzle?

Step Two
Speaking

- Tell your students to look at the pictures at page 33 of the book and discuss about the numbers in the pictures. They should ask each other about the numbers and give short answers to review the number they have learnt in the past lessons, and thus practice the conversation together. For further practice let them to ask and answer each other's questions using the pattern.

Listening

- Tell your students to listen to the numbers of phones while they are being read by their teacher and to pay close attention to the intonation and the way of reading. This will give the students to practice the right pronunciation of words and numbers.

- The students should reproduce basic sound and intonation patterns of numbers in English. They should develop the ability to participate in dialogues related to the topic area.

<u>Step Three</u>
Vocabulary

- Tell your students to look at page 34 of the book and pay close attention to the puzzle in the vocabulary section. Tell the students to compete in finding the words given in the puzzle and write around it. The words are: **run, climb, raise, pull, bend, stretch, skip, walk, push, and jump.**

Solution

bend pull raise climb run

stretch
skip
walk
push
jump

c	b	k	e	c	b	r	u	n	l	i	j
m	a	e	n	o	m	l	t	a	e	p	u
s	p	i	r	m	r	k	o	p	z	u	m
t	e	c	l	i	m	b	n	e	m	s	p
r	c	r	s	u	s	m	v	a	l	j	v
e	e	b	o	r	a	i	s	e	f	y	e
t	d	v	l	w	s	c	m	p	e	l	k
c	z	s	f	a	i	s	d	e	m	h	f
h	b	k	q	l	p	p	u	l	l	j	r
r	a	i	i	k	u	y	e	c	c	f	l
o	n	p	x	d	s	a	f	i	k	e	g
n	c	v	m	e	h	a	b	e	n	d	j

<u>Step Four</u>
Grammar
Part A.

- Tell your students to read the rubric and instruction of part A and complete the sentences with correct articles **a** and **an.**

Solution

1. We have **<u>a</u>** clean classroom.
2. **<u>An</u>** intelligent student came to our class.
3. They bought **<u>a</u>** kilo of orange last night.
4. His parrot has **<u>a</u>** beautiful color.
5. He has **<u>an</u>** airplane.

Part B.

- Tell your students to read the rubric and instruction of part B and complete the conversation with the suitable words.

Solution

Mr. Rahim: Good morning, boys.
Students: Good <u>morning</u> Mr. <u>Rahim</u>.
Mr. Rahim: How <u>are</u> you?
Students: Fine thanks <u>Mr. Rahim</u> and <u>you?</u>
Mr. Rahim: Thank you. Rahmat! <u>Is</u> this your pen?

Rahmat: No, it is not, it is Yaqoob's pen.
Mr.Rahim: Where is Naseem?
Rahmat: He is in the library.

Homework

- Give your students home work about their lesson and ask them:

1. Write a short paragraph about your families, not more than 80 words.
2. Make five sentences and use the words in the above puzzle.

* * *

Unit Four
Lesson Two

Aims of the lesson:

1. To develop Reading Skill.
2. To practice Classroom Instructions.
3. To develop Speaking Skills.
4. To practice Punctuation.

- **Period:** (45) minutes.
- **Pages:** 35-36
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام علیکم** to the students and get them to say **وعلیکم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How many students are there in your class?
  2. Can you introduce your family?

Brainstorming

- Ask the students something about the coming lesson.
  1. Which is the famous Mosque in our capital city Kabul?
  2. Can you tell us one Classroom Instruction?

<u>Step Two</u>

Reading

- Tell your students to look at the pictures on page 35 of the book and read the descriptions fluently. Tell them not to worry over every word of the descriptions. Match them to the correct pictures in the page.
- Get your students to respond to their reading and ask them questions; whether the description can match the picture or not, and thus, enter into a dialogue with them about their reading.

<u>Step Three</u>

Classroom Instructions

- Write the classroom instructions "**read aloud, look at, open your books, pick up, write down"** on the blackboard, and then ask the students to choose an instruction for the pictures in the page. Ask them whether the selected instructions are applied on the pictures or not and thus improve their speaking English.

Speaking

- To check the understanding level of the students, divide the students in two groups and write the title of “this, these, that, those and what” on the blackboard, and get the first person of the group to ask questions about things and use this, these, that, those and what for making the questions. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell your students to ask each other about the things in the classroom and draw out information from their classmates, and thus practice the conversation together. For further practice let them to ask and answer each other's questions using the pattern in the book.

<u>Step Four</u>
Writing

- Write some sentences from the writing section on the blackboard, and tell your students to arrange them, e.g. She is writing a letter. Tell the students to complete the sentences with suitable punctuation marks.

Solution

1. She is writing a letter.
2. Are they your friends?
3. Yes, they are.
4. What are these?
5. My name is Jamal.
6. His father is an engineer.
7. How are you?
8. Fine thank you. And you?
9. Where is the principal’s office?

Homework

- Give your students home work about the lesson and ask them:
    1. Write a short paragraph about one of the famous places of the country. And it should not be more than 80 words.
    2. Make five sentences and use the classroom instructions.

* * *

Unit Four
Lesson Three

Aims of the lesson:

1. To develop Speaking Skills.
2. To introduce new vocabulary.
3. To develop Listening Skills.
4. To practice Writing Skills.

- **Period:** (45) minutes.
- **Pages:** 37-38
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you define the capital city of a country?
  2. Can you tell us three classroom instructions?

Brainstorming

- Ask the students something about the coming lesson.
  1. What is the spelling of 'principal'?
  2. Where is your school located?

Step Two

Speaking

- To check the spelling ability of the students, divide the students in two groups and write the word English on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell your students to ask each other about the subjects and people working in their school; principal, teacher, subjects and about the location of the school. And thus practice the conversation together. For further practice let them to ask and answer each other's questions using the pattern.

Vocabulary

Part A.

- Write the following words on the blackboard: **principal, subject, school, and teacher.** Get the students to look at page 37 of the book and tell them to look at the form. Read the words in the form aloud and get the students to listen to the words you are reading.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Tell your students to complete the form with the correct words to practice the new vocabulary. Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Step Three

Part B.

- Tell your students to practice the vocabulary, and use the above form to complete the sentences.

Solution

1. How many subjects do you have in class? We have ten subjects.
2. Our English teacher is Ajmal.
3. Our school is located in the east of our town.
4. Who is the principal of your school? Akmal is our principal.
5. What is your school's name? My school name is Mirwais High School.
6. Who teaches you geography? Sadiq teaches us geography.
7. What is your favorite subject? My favorite subject is English.
8. Which teacher do you like the most? I like the English teacher.

Listening

- Tell your students to read the instruction silently, and then write the different groups of the words in the listening section. Ask the students to repeat the words after you, and circle the word which does not belong to the group.

Solution

1. **rug, 2. do, 3. stove, 4. flower, 5. dishes, 6. teacher.**

Step Four

Writing

Part A.

- To improve the writing skills of the students, tell them to write the given numbers in words in their notebooks.

Solution

1- one, 2- two, 3- three, 4- four, 10- ten, 20- twenty, 45- forty five, 90- ninety, 100- a hundred, 500- five hundred, 1000- one thousand, 500- five thousand.

Part B.

- Write some sentences from the writing section on the blackboard, e.g. 'there is a zoo in Kabul', and tell your students to arrange the sentences again and complete with suitable capitalization and punctuation marks.

Solution

1. There is a zoo in Kabul.
2. Where is your school?
3. Are there any boys in your class?
4. What do you do?
5. I am a student.
6. What is your name?
7. Are you a student? Yes, I am.

Writing

- Read the rubric for writing section and give some sentences for dictation. However, to develop the writing ability of the students, you must begin with the simplest form of statement. And it is also not helpful for a student to spend his/her time into filling in blank spaces in ready-made sentences, and then expect him/her to produce a useful and correct composition.

Homework

- Give your students home work about the lesson and ask them:
  1. Write a short paragraph about your school, which should not be more than 60 words.
  2. Make five sentences and use the punctuations; full stop, comma, and apostrophe.

* * *

Unit Four
Lesson Four

Aims of the lesson:

1. To develop Speaking Skills.
2. To introduce new vocabulary.
3. To develop Listening Skills.
4. To practice Writing Skills.

- **Period:** (45) minutes.
- **Pages:** 39-40
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How many subjects do you have in your class?
  2. Can you tell us any two punctuation marks?

Brainstorming

- Ask the students something about the coming lesson.
  1. Have you seen any line?
  2. Can you tell us some of the consonant letters?

<u>Step Two</u>
Phonics
Part A.

- Tell your students to look at page 39 of the book, and hold up your book and point out to the pictures in the book. Tell the students to listen to the names of the pictures, and circle the correct one among the words under the pictures.
- You must help the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

<u>Step Three</u>
Part B.

- To promote the vocabulary of the students, you should choose four consonant letters and tell the students to make as many words as they can do for each letter. For example: “S” is a consonant letter and there are four words already started by “S”

given in the book. You should ask the students to increase in their vocabulary by making as much words as they can do started by ‘S’ letter. To develop the vocabulary of the students, name some more letters according to the rubric in part B of the lesson.

Step Four

Vocabulary list

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give your students home work about the lesson and ask them:

1. Write five words for each of the following consonant letters:
2. R. P. F. G.
3. Choose four words from the Vocabulary list and use them in sentences.

* * *

Unit Five
Lesson One

Objectives the Unit:

1. To talk about your family.
2. To name some jobs.
3. To use Mr. and Mrs.
4. To write questions.

Aims of the lesson:

1. To improve spoken English by discussion and conversation.
2. To learn about possessive pronouns.

- **Period:** (45) minutes.
- **Pages:** 42-43
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How many punctuation marks do you know?
  2. What is the difference between vowels and consonant letters?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. How many brothers do you have?
  2. Whose book is this?

<u>Step Two</u>
Discussion

- Write the questions on the blackboard, and then ask your students to look at page 42 of the book, and tell them to read the questions in the discussion section. Let the student to discuss the things which belong to their family members. Get the students to discuss the matters among them.

<u>Step Three</u>
Conversation
Part A.

- Get the students to look at page 42 of the book and look at the conversation between Latifa and Samim. First read the conversation aloud and get the students to

listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Latifa's part in the dialogue after you, and the other half to repeat Samim's part in the dialogue after you.

- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in **pairs** and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Four

Part B.

- Write the question in part B on the blackboard and ask your students to express their opinions on the joint family system or the virtues of a big family. Ask an individual student and draw out their opinion about the topic, and accordingly make your students to practice their spoken English.

Grammar

- Write the definition of **Possessive Nouns** on the blackboard and tell the students to write it down in their notebooks.

Possessive Nouns: They are the nouns with **apostrophe** which shows 'relationship or ownership' of living beings, e.g.

1. Latif has a brother. Latif's brother is a student.
2. Shafiqa has a doll. Shafiqa's doll is beautiful.

- Tell your students to look at the examples from the book and pay close attention to the meanings of possessive nouns which comes from the use of apostrophe; If we look at the first sentence, it will show us the relationship of brotherhood between Latif and his brother. If we look at the second sentence, it will show us the ownership of the doll to Shafiqa. In the same way you can explain the rest of the examples to the students.

Family Tree

- Tell your students to read the instruction for Latif's Family Tree, and complete the sentences with the correct possessive nouns.

Solution

1. Ubaidullah is Latif's father.
2. Faroozan is Ubaidullah's wife.
3. Ubaidullah is Faroozan's husband.
4. Fawzia and Latifa are Latif's sisters.
5. Farooq and Fawad are Ubaidullah's sons.
6. Fawzia is Ubaidullah's daughter.
7. Ubaidullah and Faroozan are Fawzia's parents.
8. Latif is Fawad's elder brother.
9. Froozan is Latif's mother.
10. Ubaidullah is Latif's father.

Speaking

- To check the understanding level of the students, divide the students in two groups and write the title of “Family tree” on the blackboard, and get the first person of the group to ask about the family tree of one of the family members of other group. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell your students to ask each other about the family tree of their classmates. And thus practice the conversation together. For further practice let them to ask and answer each other's questions using the pattern in the book.

Homework

- Give your students home work about the lesson and ask them:
  1. Define possessive nouns and illustrate them in examples.
  2. Write five sentences with possessive nouns.

* * *

Unit Five
Lesson Two

<u>Attention</u>: This lesson should be taught in two periods.
Aims of the lesson:

1. To promote conversational ability of the students.
2. To practice Subject Pronouns and Possessive Adjectives.
3. To increase reading ability.

- **Period:** (45) minutes.
- **Pages:** 44-45
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is a Possessive Noun?
  2. Can you describe your family tree?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. Do you know Subject Pronouns?
  2. Do you know Possessive Adjectives?

<u>Step Two</u>
Conversation
Part A.

- Get the students to look at page 44 of the book and look at the conversation between Arif and Masoma. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Arif's part in the dialogue after you, and the other half to repeat Masoma's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

- Get the students to read the conversation aloud and check if they hsve understood the dialogue or not.
- Then get the students to work in **pairs** and use the model dialogue. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Three

Part B.

- Write the questions in part B on the blackboard and ask your students to express their opinions on the introducing people to each other or the virtues of social interaction. Ask individual students and draw out their opinions about the topic, and accordingly make your students to practice their spoken English.

Grammar

- Write the definition of **Subject Pronouns** on the blackboard and tell the students to write it down in their notebooks.

Subject Pronouns: They are (I, you, we, they, he, she, it) and they are used mainly as subjects before verbs. There are two kinds of subject pronouns:

1. **Singular:** I, you, he, she, it, e.g. I write a letter.
2. **Plural:** we, you, they, e.g. We read a book.

Possessive Adjectives: They precede nouns and show ownership or possession of nouns to which they refer. They are also called Possessive determiners. (my, your, our, their, his , her its), e.g. This is his pencil.

- Now, tell your students to look at page 44 of the book and read the examples given in the chart, e.g.

I have a computer.	My brother works in a hospital.
You have a television.	Your father is a pilot.

Part A.

- Tell your students to read the instructions in part A, and complete the sentences with suitable **possessive adjectives**.

Solution

1. I have a shop in Kabul.	It is big.
2. He has a beautiful house.	His house is very wide.
3. She is a teacher in a school.	Her school is far away from her home.
4. Shamsia and Nadia work in a ministry.	Their office is very crowded.
5. It has a nice color.	Its color is yellow.

Part B.

- Tell your students to read the instructions in part B, and complete the sentences with suitable **Subject Pronouns**.

Solution

1. I work for an International company. My office is on the fourth floor.
2. He is an intelligent student.
3. Where is he from?
4. He is an engineer. His office is in the city.
5. Are you a student? Which class are you in?

Part C.

- Divide your **students** in pairs, and tell them to discuss about themselves and their families.

Step Four

Reading

Part A.

- Tell your students to look at the **reading** passage on page 45 of the book and read the passage fluently. Tell them not to worry over every word of the descriptions. Just read it correctly and fluently to promote your reading ability.
- Get your students to respond to their reading passage and ask them questions, and thus, enter into a dialogue with them about their reading.

Part B.

- Ask your students some questions about the passage, and tell them to answer each question with a complete sentence.

Solution

1. Writer's father is an engineer.
2. His mother works in a hospital.
3. He works in an embroidery shop after school.
4. His sisters go to English and Computer courses.
5. His elder brother works for Ariana Airways.
6. He does not work on Fridays, for it is weekend holiday.
7. He goes along with his brothers to the nearest Mosque.
8. He offers Jumaa Prayer and play soccer.
9. Sometimes he goes on a picnic.

Homework

- Give your students home work about the lesson and ask them:
  1. What are Subject Pronouns? Illustrate them in examples.
  2. What are Possessive Adjectives? Give some examples of them.
  3. Write six sentences; three with Subject Pronouns, and three with Possessive Adjectives.

* * *

Unit Five
Lesson Three

Aims of the lesson:

1. To promote conversational ability.
2. To practice grammar about WH questions.
3. To increase new vocabulary.

- **Period:** (45) minutes.
- **Pages:** 46-47
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام علیکم** to the students and get them to say **وعلیکم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:

1. What are Subject Pronouns?
2. What are Possessive Adjectives?

Brainstorming

Ask the students something about the words in the vocabulary:

1. Do you know anything about WH questions?
2. How many students are there in your class?

<u>Step Two</u>

Conversation

Part A.

- Get the students to look at page 46 of the book and look at the conversation between Nazia and Nadia. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Nazia's part in the dialogue after you, and the other half to repeat Nadia's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Three
Grammar
Part A.

- Write the definition of **Interrogative Pronouns** on the blackboard and tell the students to write it down in their notebooks.

Interrogative Pronouns: (Who, What and How), they are used for asking questions, and therefore, they are called **Interrogative Pronouns**.

1. **Who** is used to refer to people and sometimes it is used to refer to animals too.
2. **What** is used to ask for information about people or things.
3. **How** is used to mean in what condition, especially of physical or emotional health.
   - Now, tell **your** students to look at page 46 of the book and read the examples given in the chart, e.g. Who is your English teacher? Shah Gul is our English teacher.
     What is your name? My name is Ghulam Ali.
     How tall is your brother? He is 1.80 cm tall.

Part B.

- Tell your students to read the instructions in part B, and complete the sentences with suitable **Interrogative Pronouns**.

Solution

1. What is your name?
2. How old are you?
3. What is on the table?
4. Who is your math teacher?
5. How old is your uncle?
6. What is she reading?
7. What is your brother's job?
8. Who is the man in front of the class?
9. What is in your bag?
10. Can you tell me what time is it?
11. How old are you?

Step Four
Vocabulary

- Write the following occupations on the blackboard: **pilot, Shepherd, police, teacher, students, shopkeeper, carpenter, doctor, mechanic and waiter.**
- Get the students to look at page 47 of the book and tell them to look at the pictures. Read the words of occupations in the list aloud and get the students to listen to the words you are reading. Give the meaning of any of the verbs if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to match the occupations to their pictures, and number them.

- Tell the students to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Spelling work:

- To check the spelling ability of the students, divide the students in two groups and write a word on the blackboard and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Speaking

- To check the understanding level of the students, divide the students in two groups and tell the students to ask their partners about their family members and complete the table in the book.
- Get the first person of the group to ask about the family members of other member of the group. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell the students to use pencils and avoid the use of any pen in the book.

Homework

- Give your students home work about the lesson and ask them:
  1. What are WH questions words? Illustrate them with examples.
  2. Make questions with what, how and who, and give them answers.

* * *

Unit Five
Lesson Four

Aims of the lesson:

1. To be familiar with G sound in Phonics.
2. To practice Possessive Adjectives.
3. To practice Possessive Nouns.
4. To practice WH question words.

- **Period:** (45) minutes.
- **Pages:** 48-49
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. How many Interrogative Pronouns do you know?
  2. Can you name any three occupations?

Brainstorming

- Ask the students something about the coming lesson.
  1. Have do pronounce the words; Gender and Girl?
  2. Have you ever seen a giraffe?

<u>Step Two</u>
Phonics

- Write the letter 'G' on the blackboard, and tell your students that G is for 'fridge' and G is for 'glass', and read them aloud while the students follow them. Repeat the words aloud and get the students to pronounce them correctly. Then explain the two different sounds of 'G'; the soft G and the hard G. Then write the phonics rules for soft 'G' and hard 'G' on the blackboard.

Rule:

1. When the letter **G** is followed by the vowel **e, i,** or **Y,** it usually gives the soft **G** sound, e.g. fridge.
2. When the letter **G** is followed by the vowels **a, o,** or **u,** it usually gives the hard **G** sound, e.g. goat and garlic.

- Now, tell your students to write them down in their notebooks. Tell the students to practice them by reading in pairs, and you should check; how the students pronounce and stress the words.
- You must help the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part A.

- Tell your students to read the rubrics and instructions in part A quietly. After they have finished reading, ask them to underline the soft 'G' sound words and the hard 'G' sound words in the boxes on page 48 of the book. Remind the students to use pencils in the book, and avoid using any pens in the book.

Solution

1. Refrigerator has the soft 'g' sound.
2. Glass has the hard 'g' sound.
3. Glue has the hard 'g' sound.
4. Global has the hard 'g' sound.
5. Goal has the hard 'g' sound.
6. Gist has the soft 'g' sound.
7. Game has the hard 'g' sound.
8. Geography has the soft 'g' sound.
9. Garlic has the hard 'g' sound.
10. Guide has the hard 'g' sound.
11. Giraffe has the soft 'g' sound.
12. Goat has the hard 'g' sound.
13. Guard has the hard 'g' sound.
14. Gardener has the hard 'g' sound.
15. Gulf has the hard 'g' sound.

Part B.

- Tell your students to read the sentences in part B on page 48 of the book, and underline the words that have soft 'g' sound.

Solution

1. refrigerator, 3. giraffe.

Step Three

Grammar

- Write some sentences about **Possessive Adjectives** on the blackboard and tell the students to write more sentences about possessive adjectives to practice them.

Possessive Nouns: Write some sentences about **Possessive Nouns** on the blackboard and tell the students to write more sentences about possessive adjectives to practice them.

Questions with who/what and how: Write some sentences about **Questions with who/what and how** on the blackboard and tell the students to write more sentences about possessive adjectives to practice them.

Part A.

- Tell your students to read the instructions in part A, and complete the sentences with suitable **possessive adjectives** of my, our, their, his, its.

Solution

1. its, 2. my, 3. your, 4. my, 5. our.

Part B.

- Tell your students to read the instructions in part B, and complete the sentences with suitable **Question with who/what and how**.

1. What is she?
2. How long is the Amu river?
3. What is your Dari teacher's name?

Step Four

Speaking

- To check the understanding level of the students, divide the students in two groups and tell the students to draw their family tree in a piece of paper. Tell them to describe it to their group and they would ask them questions about their families, and complete the table in the book.
- Get the first person of the group to ask about the family members of other members of the group. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell the students to use pencils and avoid the use of any pens in the book.

Listening

- Tell your students to read the titles of the table on page 50 of the book silently, and then listen to their teacher while he/she describes his/her family and complete the table. Ask the students to use pencils rather than pens.

Writing

- To improve the writing ability of the students tell them to write a paragraph about their families.

Vocabulary list

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit. Moreover, the students may use the words in vocabulary list in their homework as well.

Homework

- Give your students home work about the lesson and ask them:
  1. Memorize the phonic definition of both soft 'g' and hard 'g' sounds.
  2. Write three sentences using Possessive Adjectives.
  3. Write three sentences using Possessive Nouns.
  4. Write three sentences using WH questions.

* * *

Unit Six

Objectives the Unit:

1. To name rooms in your house.
2. To describe your house.
3. To talk about things you do at your house.
4. To say where things are.
5. To read a short paragraph.

Lesson one

Aims of the lesson:

1. To discuss the living capacity of a house.
2. To learn the use of '**there**' + **Be**/ statements.
3. To learn **Yes /No questions** and give short answers.

- **Period:** (45) minutes.
- **Pages:** 53-45
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
    1. What is the difference between Possessive Adjectives and Possessive Nouns?
    2. How many WH question words do you know?

Brainstorming

- Ask the students something about the words in the vocabulary:
    1. Do you have any separate room in your house?
    2. Did you see any tents of the nomad people?

Step Two

Discussion

- Write the questions on the blackboard, and then ask your students to look at page 53 of the book, and tell them to read the questions in the discussion section. Let the students to discuss the things which belong to their houses. Get the students to discuss the living capacity of the houses about different kinds of rooms among them, and then answer the questions in the book. Then discuss the life of the nomad people

in the country; is it an easy life or difficult one. Thus, let the students to practice their spoken English among them.

Step Three
Conversation
Part A.

- Get the students to look at page 53 of the book and look at the conversation between Boman and Munir. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Boman's part in the dialogue after you, and the other half to repeat Munir's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Four
Grammar

- Write the word **there + be** verb on the blackboard and tell your students that the word "**there**" is an adverb which is used to introduce sentences, and it is put before **Be verbs**, e.g.
  1. There are many rooms in the house.
  2. There is someone on the phone for you.
  3. There is no doubt who is the best student.
- Tell the students to look at page 54 of the book and read the statements in the grammar section, to know the way of using **there are/there is** introducing the statement sentences. Tell the students to pay close attention to the meanings of the sentences in the book considering the use of 'there are/ there is' in them.

Part A.

- Tell your students to read the sentences in part A of the exercise, and complete the sentences with 'there is or there are'.

Solution

1. There is a cake in your bag.
2. There are seven cakes in your bag.
3. There are 39 pupils in this class.
4. The teacher said, there is a desk for each student.
5. There is a cat in my room.
6. There are two cars in the garage.

Yes/No Questions and Short Answers

- Tell your students to look at page 54 of the book, pay close attention to the questions and the short answers for them. Get the students in pairs in such a way that a student from one pair should ask a question and a student from the other pair should give the short answer.

Part B.

- Complete the sentences with ‘is there or are there’.

Solution

1.Are there 30 students in the play ground?
2.Is there a book on the table?
3.How many books are there on the table?
4.Is there a boy in front of the class?
5.Is there a ruler in the shelf?
6.Are there guests in the wedding party?
7.How many girls and boys are there in the birthday party?
8.Is there a pool in the yard?
9.Is there a dining room in the house? Yes, there is.
10. Are there four people in our family?

Homework

- Give your students home work about the lesson and ask them:
1. Write the way of using “there are/there is +Be verbs.
2. Write four assertive sentences using “there are/there is +Be verbs.
3. Write four “Yes/No questions and Short Answers’.

* * *

Unit Six
Lesson Two

Aims of the lesson:

1. To introduce new vocabulary.
2. To practice listening skills with new words.
3. To improve conversation Skills.
4. To learn Simple Present Tense.
5. To practice Reading Skills.

- **Period:** (45) minutes.
- **Pages:** 55-56
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you define "there +be verbs?"
  2. How can you make a short answer?

Brainstorming

- Ask the students something about the coming lesson.
  1. Do you have a computer at home?
  2. Do you come to school every day?

<u>Step Two</u>

Vocabulary

Part A.

- Write the names of the pictures at page 55 of the book on the blackboard, and then ask your students, if they could match the words on the blackboard with the pictures in the book. Then ask the students where they could find these things. Read the words on the blackboard aloud and get the students to listen to the words you are reading.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning. Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or

Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.

- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Part B.

- Ask your students about the pictures in the book, and elicit them if there was any refrigerator in their Kitchen. In this way you can continue your question about the objects that are necessary at their homes.
- Ask the students if they were using a couch in their living room. In this way you can carry on a dialogue with the students. Divide your students in pairs to practice their new vocabulary by making dialogue among them.

<u>Step Three</u>
Listening

- Tell your students to listen to their classmate while he/she describes his/her bedroom and living room. Ask them to pay close attention to the description given by their classmates and confirm the things which are in his/her possession, and thus practice their new vocabulary.

Conversation

- Get the students to look at page 55 of the book and look at the conversation between Fatima and Fawzia. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Fatima's part in the dialogue after you, and the other half to repeat the Fawzia's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

<u>Step Four</u>
Grammar

- Write the definition of a **Tense and then of Simple Present Tense** on the blackboard and tell the students to write it down in their notebooks.

Tense: Any forms of a verb which shows the time at which an action happened.
Simple Present Tense: It is a tense that shows regular and habitual activities. e.g.

1. He eats an egg for breakfast.
2. She goes to school every day.

Structure of Present Tense: Subject + first form of the verb + object + complementary. Tell the students to:

1. Use the base form of the verb + (s) or (es) with singular subject pronouns (he, she, it), and with the third-person singular subject nouns (Ahmad, Saleem etc,) in affirmative statements.

2. And use the first form of the verb with plural subject pronouns; (I, you, we, they), in affirmative statements.
   - Now tell your students to look at page 56 of the book, and read the sentences in the box and apply the definitions they have learnt about the Tense, Simple Present Tense and its structure.

Part A.

- Looking at the definitions and the structure of the simple present tense which have been mentioned above, tell your student to read the instructions in Part A and choose the correct form of the verbs.

Solution

1. play 2. cooks 3. eat 4. likes 5. pray 6. love.

Part B.

- To practice more Simple Present Tense, divide your students in pairs to ask the questions at page 56 of the book, and give correct answers to the questions.

Reading

Part A.

- Tell your students to look at the **reading** passage on page 56 of the book and read the passage fluently. Tell them not to worry over every word of the passage. Just read it correctly and fluently to promote your reading ability. After reading the passage by your students, you have to describe the passage to them in such a way that they understand it better.
- Get your students to respond to their reading passage and ask them questions about the passage. Then enter into a dialogue with the students about the passage.

Part B.

- Ask your students the questions about the passage, and tell them to answer each question with a complete sentence.

Solution

1. It is in the suburb of the city.
2. No, there are three bedrooms.
3. Yes, there is a lawn in the middle of the garden.
4. The children like to play in the garden.
5. Yes, there is a long table with eight chairs around it.
6. Yes, there is a TV in the living room.
7. Yes, we are very happy in our house.
8. Yes, we keep our house neat and clean for hygiene reasons.

Homework

- Give your students home work about the lesson and ask them:
  1. Write four sentences using the words from the vocabulary.
  2. Write the structure of a Simple Present Tense.
  3. Write four affirmative statements in Simple Present Tense.

* * *

Unit Six
Lesson Three

<u>Attention</u>: This lesson should be taught in two periods.
Aims of the lesson:
1. To improve conversation Skills.
2. To introduce new vocabulary.
3. To learn prepositions.
4. To practice Speaking Skills.

- **Period:** (45) minutes.
- **Pages:** 57-58
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>
- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you define a Simple Present Tense?
  2. What is the structure of a Simple Present Tense?

Brainstorming
- Ask the students something about the coming lesson.
  1. Do you have a garage in your house?
  2. Is your house near to the Mosque?

<u>Step Two</u>
Conversation
Part A.
- Get the students to look at page 57 of the book and make them look at the conversation between Nawab and Muhib. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Nawab's part in the dialogue after you, and the other half to repeat the Muhib's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.

- Then get the students to work in **pairs** and use the model dialogue. One student should read the question and the other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Get your students to practice asking for direction and giving the right direction to people. Tell one of your students to ask his/her partner for a direction to a specific place, and the partner should show him/her the right direction, and thus practice the expressions about asking and giving directions to a specific spot.

Vocabulary

- Write the following words on the blackboard: **grocery store, mosque, airport, garage and hotel.**
- Get the students to look at page 57 of the book and tell them to look at the pictures. Read the words under pictures aloud and get the students to listen to the words you are reading. If the students don't understand the meaning of the words and ask you for their meaning, explain the words and their meanings and make sure that the students understand the words.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns. Get the students to match the words to their pictures.
- Tell the students to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Spelling work:

- To check the spelling ability of the students, divide the students in two groups and write a word on the blackboard and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

<u>Step Three</u>

Part B.

- Tell your students to read the instruction for Part B and get them to match the words under the pictures with the definition given in Part B of the vocabulary.

Solution

1. What is a <u>grocery store</u>? It is a place where you <u>can buy food or other necessities.</u>
2. What is a <u>hotel</u>? It is a place where you <u>can eat breakfast, lunch or dinner.</u>
3. What is a <u>garage</u>? It is a place where you <u>can fix your car.</u>
4. What is a <u>Mosque</u>? It is a place where you <u>can pray five times a day.</u>

5 What is an <u>airport</u>? It is a place where you <u>can fly from one city to another city.</u>

Part C.

- Tell your students to read the instructions for Part C and get them to practice the expressions given in Part B of the vocabulary. Get the students to ask each other about the usage of the places under the pictures and their definitions.

Grammar

- Write the definition of **Preposition** on the blackboard;

Preposition: It is a word that relates a noun or pronoun to another word in a sentence.

- And then write the prepositions given in the book on the blackboard; **between, near, next to, apposite, behind, in front of.**
- Tell your students to write the definition of prepositions down in their notebooks, and use them in sentences, e.g.
  1. The pepper is **between** the pears.
  2. The green peppers are **near** the potatoes.
  3. The bananas are **next to** the grapes.
  4. The school is **opposite** of the building.
  5. The horse is **behind** the baby horse.
  6. The car is **in front** of the building.
- Now tell your students to look at the second part of the pictures on page 58 of the book, and read the sentences under the pictures and get them to find out the descriptions whether they are **true** or **false.**

Solution

1. **false 2. true 3. false 4. false 5. true 6. true.**

Step Four

Speaking

- To check the understanding level of the students, divide the students into pairs, and tell the students to ask their partners to guess the positions of the things, and complete the exercise in the Speaking section.
- Get the first person of the group to ask another member of the group to guess about the things in the pictures above. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell the students to use pencils and avoid the use of any pens in the book.

Solution

Student A: Where is the car?
Student B: It is in front of the building.
A: Where is the potato?
B: It is behind the tomato.
A: Where is the cassette player?
B: It is next to computer.
A: Where is the boy?
B: He is opposite of the girl.

Homework

- Give your students homework about the lesson and ask them:
  1. What are prepositions? Define them and illustrate them in examples.
  2. Make five sentences using the prepositions mentioned above.

* * *

Unit Six
Lesson Four

Aims of the lesson:
1. To learn about short 'a' sound.
2. To practice 'there +be verbs'.
3. To practice prepositions.
4. To write a paragraph.

- **Period:** (45) minutes.
- **Pages:** 59-61
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- Evaluation**:** questions and answers, oral, visual, display, etc.

Step One
- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you define a garage?
  2. Can you define a preposition?

Brainstorming
- Ask the students something about the coming lesson.
  1. Can you pronounce an apple and an ant?
  2. Are there any schools near your house?

Step Two
Phonics
- Write the short '**A**' letter on the blackboard, and tell your students that **A** is for 'apple' and A is for 'ant', and read them aloud while the students follow you. Repeat the words aloud and get the students to pronounce them correctly. Then write the rule for short A on the blackboard and explain it to the students.

Rule: If a word has only one vowel the vowel sound is usually short.
- Tell the students to practice them by reading in pairs, and you should check; how the students pronounce and stress the words.
- You must help the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part A.
- Read the words in part A aloud and fluently and tell your students **to** repeat them after you to practice their pronunciation of the vowels. After finishing the reading,

ask them to underline the short 'a' sound in the exercise on page 59 of the book. Remind the students to use a pencil in the book, and avoid using any pen in there.

Part B.

- Tell your students to read the sentences in part B on page 59 of the book, and underline the word which has the short 'a' sound.

Solution

1. aunt 2. car 3. wash, hand 4. sad 5. fan 6. has.

<u>Step Three</u>

Grammar summary

Part A.

- Write adverb of 'there + is' on the blackboard and get your students to practice the phrase and read the sentences in the box aloud.

Part B.

Yes/No Questions with There +Be

- Write the adverb of 'there + is' on the blackboard and use them in making interrogative sentences, and respond to them with short answers of Yes and No, e.g.
  1. Is there a library near your house? Yes, there is.
  2. Is there a Mosque behind your school? No, there isn't.
  3. Are there book stores around the school? Yes, there are.
  4. Are there garages in front of your school? No, there aren't.
- Now get your students to follow the models and practice the adverb of 'there + Be' by making questions and short answers among them. Divide the students in pairs, and elicit them asking questions and then answer the questions in short form.

Part C.

Simple Present Tense: Affirmative Statements

- Write Simple Present Affirmative Statements on the blackboard, e.g.
  1. He teaches us English.
  2. She makes breakfast.
  3. Taher writes a letter.
  4. Faisal goes to school on foot.
  5. You/We/They play soccer every Saturday.
  6. The boys go to the Mosque five times a day.

<u>Step Four</u>

Prepositions

- Write the prepositions on the blackboard and tell your students to look at the pictures in part C of the grammar and make sentences about each preposition by their own, e.g.
  1. The egg is between the tomatoes.
  2. The pear is near the apple.
  3. The Chicken is next to the egg.
  4. The client is opposite of the lawyer.
  5. The cup of coffee is behind the milk pot.
  6. The motor car is in front of the cars.

Part A.

- Now, tell your students to read the sentences in part A and complete them with the correct preposition.

Solution

1. near 2. behind 3. between 4. in front of 5. opposite 6. near.

Writing

- Tell your students to rewrite the paragraph and choose the correct verbs in the brackets to complete it.

Solution

Friday is the day that all my family is at home. Everyone tries to keep himself / herself busy. My father works in the garden. My mom cooks our favorite food. My elder brother and I help our father in watering the garden. Nawid, who is smaller than me cleans the yard. We work untill noon. By twelve o'clock my mother calls us that lunch is ready, and we go home to eat our lunch. My sisters, Sakina and Sabera wash the dishes after lunch. After lunch, my father, my brothers and I go to the Mosque to perform Friday's prayer together with people. When we return from the prayers, everyone sleeps because of the hot weather at that time.

Speaking

- To check the understanding level of the students, divide the students into pairs, and tell the students to ask their partners to describe their houses and find out the differences between the houses they have. Look at the example given in the book and follow the questions in the same way.
- Get the first person of the group to ask another member of the group to describe his /her house. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Homework

- Give your students home work about the lesson and ask them:
  1. What is the phonic rule for the short 'a' sound? Illustrate it with examples.
  2. Make three sentences with 'there +be" in affirmative statements.
  3. Make three sentences with Yes, No, Questions.
  4. Make three sentences using the prepositions.

* * *

Unit Seven
Lesson One

Objectives the Unit:
1. To name bedrooms furniture.
2. To say where things are.
3. To read a short paragraph.

Aims of the lesson:
1. To discuss the living capacity of a house.
2. To learn the use of '**there**' + **Be**/ statements.
3. To learn **Yes /No questions** and give short answers.

- **Period:** (45) minutes.
- **Pages:** 64-65
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you tell us some examples of the short 'a' sound vowel?
  2. What is the structure of Yes/No short answers?
  3. Can you tell us three prepositions in three sentences?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. Do you have any furniture in your room?
  2. Is there a television set in your house?

<u>Step Two</u>
Discussion

- Write the questions on the blackboard, and then ask your students to look at page 64 of the book, and tell them to read the questions in the discussion section. Let the students to discuss the things which belong to their rooms. Get the students to discuss the living capacity of the rooms in their houses, and then they should answer the questions in the book. Tell them to discuss the life in the country side of Afghanistan; is it common to use the modern furniture in their houses, or they are keeping their old carpet and mattress system. Is it necessary to have a separate room for living alone, to be free for working with no interference from anyone? Thus, let

the students to practice their spoken English among them by discussing the conditions of their rooms.

Step Three

Conversation

Part A.

- Get the students to look at page 53 of the book and look at the conversation between Nasera and Shukria. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Nasera's part in the dialogue after you, and the other half to repeat Shukria's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Tell your students to read the rubrics and instructions in part B on page 64 of the book, and discuss the furniture or any other traditional house equipment used in the cities or country sides of our country. It will help the students to practice their spoken English and find information about the house furniture and equipments used in the country.

Step Four

Grammar

Articles:

- Write the title of **'Articles'** on the blackboard and explain it to the students:

Sometimes the **Articles: "A", "an",** and **"The"** are considered to be distinct or separate part of speech. But in reality they are Demonstratives**.** Out of these "**A**" and "**An**" are called **Indefinite Articles,** because they are not used with any particular Noun. On the other hand they generalize it, as:

1. I saw a beggar in the street. ('A beggar' means any beggar).
2. I want an apple. ('An apple' means any apple.)

"The" is called the **Definite Article,** because it is used with some particular person or thing, as:

1. This is the boy who works hard. (Here 'the boy' means a particular boy).
2. I have lost the book that I bought yesterday. (Her 'the book' means a particular book).

- Now, look at page 65 of the book and read the examples for 'a', 'an', and 'the' in the box.

A: 1. I got a beautiful bed room. (It means any beautiful bedroom).
2. I saw a chair in the garden. (It means any chair).

An: 1. He ate an orange last night. (It means any orange).
2. She takes an umbrella in the summer. (It means any umbrella).

The: 1. I bought the book that I saw in the bookstore. (It means a particular book).
2. I met the man who taught us English. (It means a particular man).

Part A.

- Get your student to read the instructions in Part A and accordingly complete the sentences with the correct articles.

Solution

1. a --- the   2. a   3. the   4. a --- a   5. a   6. an   7. the.

Part B.

- Tell your students to read the rubrics for Part B and accordingly choose any of the items and describe it to their classmates, using articles 'a', 'an' and 'the' in the sentences for practicing their spoken English.

Listening

- Tell your students to read the instruction in the listening section at page 65 of the book silently, and then they should listen to their classmates while they are describing their rooms and write down the items of the furniture they hear from their classmates, in their notebooks. They should use the correct articles in their words in sentences.

Homework

- Give your students homework about their lesson and ask them:
  1. Write four sentences with the items of the furniture you have in your room.
  2. Write the definition of the articles and exemplify them in sentences.

* * *

Unit Seven
Lesson Two

Aims of the lesson:

1. To improve conversation Skills.
2. To introduce new vocabulary.
3. To learn Questions with Where + Be.
4. To practice Reading Skills.

- **Period:** (45) minutes.
- **Pages:** 66-67
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What kind of furniture do you have in your home?
  2. Can you define the Articles?

Brainstorming

- Ask the students something about the coming lesson.
  1. What kind of decoration do you have in your home?
  2. Where do the curtains hang up?

Step Two
Conversation

- Get the students to look at page 66 of the book and look at the conversation between Razia and Sakina. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in two halves. Read the dialogue again and tell one half to repeat Razia's part in the dialogue after you, and the other half to repeat Sakina's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.

- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

<u>Step Three</u>

Vocabulary

- Write the following words on the blackboard: **Curtain, mirror and pillow.**
- Get the students to look at page 66 of the book and look at the vocabulary section of the lesson. Tell them to read the instructions and choose the correct meaning for the words given in the section.
- If the students don't understand the meaning of the words and ask you for their meaning, explain the words and their meanings and satisfy them in understanding the words.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns. Get the students to match the words to their pictures. Tell the students to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Solution

1. A piece of cloth which hangs across a window or a door.
2. A piece of glass by which reflects light and produce our image when we look in it.
3. A cloth bag filled with soft materials, used for resting your head in bed.

<u>Step Four</u>

Grammar

- Write the adverb 'where + be' on the blackboard, and tell your students about the meaning of 'where' which is; to, at or in what place. The place is pointed out by answer, e.g.

1. Where is the bathroom? It is downstairs
2. Where are the towels? They are in the bathroom.

Part A.

- Tell your students to look at the pictures on page 67 of the book, and elicit them to complete the questions and then answer them.

Solution

1. Where are the pens? They are on the books.
2. Where are the fruits? They are in the glass.
3. Where is the bird? It is on the branch.
4. Where are the computers? They are on the table.
5. Where are the deers? They are in the water.

Part B.

- To practice the adverb of 'where + be', divide your students in pairs, and get them to ask questions with 'where +be' and answer them. Get the first person of the group to ask another member of the group questions with 'where + be' about the things in the class. Go on to the next one and follow the same procedure with the first person of the second group.

Reading

- Tell your students to look at the **reading** passage on page 67 of the book and read the passage fluently. Tell them not to worry over every word of the passage. Just read it correctly and fluently to promote your reading ability. After reading the passage by your students, you have to describe the passage to them in such a way to make them understand it.
- Get your students to respond to their reading passage and ask them some questions about the passage. Then enter into a dialogue with the students about the passage.

Solution

1. He bought a house last year.
2. My father's room is beautiful.
3. The small boys can't go to father's room.
4. I read books and work on the computer at home.

Homework

- Give your students homework about their lesson and ask them:
    1. Write a paragraph about describing your house.
    2. Make four questions with 'where + be' and give them answers.

* * *

Unit Seven
Lesson Three

Aims of the lesson:

1. To improve conversation Skills.
2. To practice more prepositions.
3. To practice Writing Skills.

- **Period:** (45) minutes.
- **Pages:** 68-69
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What does the word curtain mean?
  2. Define 'Where' and use it with 'Be' verbs?

Brainstorming

- Ask the students something about the coming lesson.
  1. Do you come late to school?
  2. Where do you put fresh fruit?

<u>Step Two</u>
Conversation
Part A.

- Get the students to look at page 66 of the book and look at the conversation between Mother and Ibrahim. First read the conversation aloud and get the students to listen to the dialogue, and then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Mother's part in the dialogue after you, and the other half to repeat Ibrahim's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.

- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Ask your students to give reasons for the anxiety and nervousness of Ibrahim, and thus practice the conversation.

Part C.

- Draw out your students to discuss the matter of being on time for school or for any kind of work. Elicit their opinions and reasons accordingly to practice the conversational skill in English.

<u>Step Three</u>

Grammar

- Write the prepositions: **in, on, under, in front of** on the blackboard, and tell your students to look at the pictures at page 68 of the book in the grammar section, and make sentences about each preposition, e.g.
  1. The fresh fruits are in the fruit tray.
  2. The books are on the table.
  3. The saucer is under the cup.
  4. The pen is in front of the books.

Part A.

- Now, tell your students to look at the picture in part A of the grammar section, and complete the sentences with the correct prepositions.

Solution

1. on 2. under 3. on 4. in 5. in front of.

Part B.

- Get your students to read the sentences in part B of the grammar section, and check them; whether they are **true or false.**

Solution

1. false 2. true 3. true 4. false 5. false.

<u>Step Four</u>

Writing

Part A.

- To improve the writing ability of the students, tell them to look at the pictures, and write down the differences between the two rooms. Draw out the students to write down as much sentences as they can make about the pictures.

Part B.

- To practice the adverb of 'there + be', divide your students in pairs, and get them to ask questions with 'there +be' and answer them. Get the first person of the group to compare with a member of the group the items of their class, using there is/isn't or there are/aren't. Go on to the next one and follow the same procedure with the first person of the second group.

Homework

- Give your students homework about the lesson and ask them:

1. Is it important to be on time for school?
2. Write four sentences using prepositions: in, on, under and in front of.
3. Write a short paragraph about the things in your room.

* * *

Unit Seven
Lesson Four

<u>Attention</u>: This lesson should be taught in two periods.

Aims of the lesson:

1. To learn about the short 'e' sound.
2. To practice the use of Articles.
3. To practice the questions with 'Where + Be'.
4. To practice prepositions.
5. To practice Speaking and Listening skills.

- **Period:** (45) minutes.
- **Pages:** 70-71
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Why is it important to be on time?
  2. Can you name three common used prepositions?

Brainstorming

- Ask the students something about the coming lesson.
  1. Can you pronounce the word 'hen'?
  2. What is the difference between **a** hen and **the** hen?

<u>Step Two</u>

Phonics

- Write the short '**e**' letter on the blackboard, and tell your students that **e** is for 'dress, hen, belt, desk and egg', and read them aloud while the students follow them. Repeat the words aloud and get the students to pronounce them correctly. Then write the rule for short **e** on the blackboard and explain it to the students.

Rule: If a word has only one vowel the vowel sound is usually short.

- Tell the students to practice them by reading in pairs, and you should check; how the students pronounce and stress the words.
- You must try to get the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part A.

- Read the words in part A aloud and fluently, and tell your students to repeat them after you to practice their pronunciation of the vowels. You should try to help the students to correct their own mistakes, drawing them out of questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part B.

- Tell your students to read the words in part B on page 70 of the book, and underline the word where it has short '**e**' sound. Remind the students to use pencils in the book, and avoid using any pens in it.

Solution

1. ten 2. nest 3. net 4. tent 5. pen.

Part C.

- Tell your student to read the sentences in part C on page 70 of the book, and underline the words with short '**e**' sound. Remind the students to use pencils in the book, and avoid using any pens in it.

Solution

a. went, net b. pen c. x d. collect e. nest.

<u>Step Three</u>

Grammar summary

Articles

- Write the title of '**Articles**' on the blackboard and explain it to the students:

"The" is called the **Definite Article,** because it is used with some particular person or thing, as:

1. **The** sun rises from the east.
2. **The** man who is in white suit is my father.

"**A**" and "**An**" are called **Indefinite Articles,** because they are not used with any particular Noun. On the other hand they generalize it. They are used after the adverb of 'there + be' as:

3. There is **a** bed in your bedroom.
4. There is **a** branch of flower on the table.
5. There is **an** apple in the fridge.
6. There is **an** umbrella under the bed.

Questions with Where + Be

Tell your students to look at page 71 of the book and make more practice about the use of 'where + Be,' and pay close attention to the sentences in the box.

Preposition

- Tell your students to look at page 71 of the book and make more practice about the use of preposition: in, on, under, in front of, and ask the students to make questions and answers using 'where is/are' and 'preposition', e.g.

1. Where is the principal? He is in his office.
2. Where are the teachers? They are in the principal's office.

<u>Step Four</u>

Speaking

- To check the understanding level of the students about the grammatical rules the students have been taught recently, divide them into pairs, and tell the students to pretend that they lost some items in their class. Elicit them to ask questions from each other about the missing things and answer them.
- Get the first person of the group to ask another member of the group to ask about some thing he has lost. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Listening

- Tell your students to read the instructions in the listening section at page 71 of the book silently, and then listen to their classmates while they are describing their houses and write down the items of the furniture they hear from their classmates, in their notebooks. They should use the correct articles in their words in sentences.

Vocabulary list

- The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit. Moreover, the students may use the words in vocabulary list in their homework as well.

Homework

- Give your students homework about the lesson and ask them:

1. What is the phonic rule for short 'e' sound? Illustrate it in examples.
2. Make **three** sentences using **articles a, an** and **the** with '**there +be**" in affirmative statements.
3. Make three questions with '**where + Be'** and give answers for them.
4. Make three sentences using the prepositions in the lesson.

* * *

Unit Eight
Lesson One
Review

Aims of the lesson:

1. To practice Simple Present Tense and Present Continuous.
2. To practice WH questions with Yes, and No answers.
3. To practice Listening skills.
4. To practice Speaking Skills.
5. To write a paragraph.

- **Period:** (45) minutes.
- **Pages:** 74-75
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you tell us some examples of the short 'e' sound vowel?
  2. Make two sentences with the Articles.
  3. Make two sentences with questions with 'where + Be'?
  4. Can you tell us two prepositions in two sentences?

Brainstorming

- Ask the students something about the words in the vocabulary:
  1. Where do you live? What kind of tense is the sentence?
  2. Is your father an engineer? What kind of question is the sentence?

<u>Step Two</u>
Listening

- Tell your students to read the instructions in the listening section at page 74 of the book silently, and then they should listen to their teacher while he is describing his family tree, and accordingly complete the web on page 74 of the book. Tell them to use pencils rather than pens. It will be better to write the information in their notebooks.

<u>Step Three</u>
Speaking

Part A.

- To check the understanding level of the students about the vocabulary they have learnt regarding their family tree, divide them into pairs, and tell the students to ask each other about members of their families.
- Get the first person of the group to ask another member of the group to ask about members of his family. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Part B.

- To practice the questions with 'Where, How and what' and prepositions they have learnt recently, tell them to look at the questions in part B, at page 75 of the book and choose the correct answers.

Solution

1. It is on Dasht-e-Barchi Street.
2. It has six rooms.
3. I have two brothers and one sister.
4. He studies the newspaper.

<u>Step Four</u>
Writhing

- To improve the writing ability of the students, tell them to write a paragraph about their families. Draw out the students to write down as much sentences as they can make about their family trees.

Homework

- Give your students homework about the lesson and ask them:
  1. Write four sentences about Simple Present and Present continuous tense?
  2. Write four sentences using WH questions.
  3. Write a short paragraph about the members of their families.

* * *

Unit Eight
Lesson Two

Aims of the lesson:
1. To improve grammatical Skills.
2. To practice Speaking Skills.
3. To practice Reading Skills.

- **Period:** (45) minutes.
- **Pages:** 76-77
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the difference between Simple Present and Present Continuous tenses?
  2. What are WH questions?

Brainstorming

- Ask the students something about the coming lesson.
  1. What is the difference between interrogative sentences and statement sentences?
  2. Does your teacher come on time to school?

<u>Step Two</u>

Grammar

- To practice grammatical skills, tell your students to organize the scattered words in the grammar section on page 76 of the book, to make them statement sentences or interrogative sentences.

Solution

1.Where is the bakery?
2.I am cleaning the dining room.
3.We brush our teeth every morning.
4.My sister and brother are students.
5.Is your bedroom there?
6.We play football in the play ground.
7.What is your father's name?
8.Where is Asad?
9.Our house is very big.
10. Are your pillows in the living room?

Step Three
Speaking

- To check the understanding level of the students about the strengthening of the vocabulary skills, divide them into pairs, and tell the students to find out the differences between the pictures of two rooms in the Speaking section at page 76 of the book. Elicit them to ask questions from each other about the things in the rooms and answer them.
- Get the first person of the group to ask another member of the group some thing he found out in the pictures. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Step Four
Reading

- Tell your students to look at the **reading** passage on page 77 of the book and read the passage fluently. Tell them not to worry over every word of the passage. Just read it correctly and fluently to promote your reading ability. After reading the passage by your students, you have to describe the passage to them in such a way to make them understand it.
- Get your students to respond to their reading passage and ask them questions about the passage. Then enter into a dialogue with the students about the passage.

Solution

1. She goes to school at 7:00 in the morning.
2. She teaches chemistry and physics at school.
3. Yes, she likes her students.
4. She behaves with her students kindly.
5. She answers their questions calmly.
6. Yes, the students respect her.
7. She returns from school at 11:00 a.m.
8. Husnia's parents are proud of her.

Homework

- Give your students homework about the lesson and ask them:

1. Write four interrogative sentences?
2. Write four statement sentences?
3. Write a short paragraph about the thing in your living room.

* * *

Unit Eight
Lesson Three

Aims of the lesson:

1. To improve your Writing Skills.
2. To practice your Reading Skills.
3. To practice Speaking Skills.

- **Period:** (45) minutes.
- **Pages:** 78-79
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the structure of Simple Present Statement?
  2. What is the structure of Simple present interrogative?

Brainstorming

- Ask the students something about the coming lesson.
  1. Do you see any pillow in the picture?
  2. Do you want to be a doctor or a teacher?

Step Two
Writing

- To improve the writing ability of the students, tell them to look at the pictures, and write down as much sentences as they can. Tell the students to use the prepositions in the box to make sentences and in making sentences they have to follow the examples under the picture.

Step Three
Reading
Part A.

- Tell your students to look at the **reading** paragraphs on page 79 of the book and read the paragraphs fluently. Tell them not to try to understand every word of the paragraphs. Just read them correctly and fluently to promote your reading ability. After reading the paragraphs by your students, you have to describe the paragraphs to them in such a way to make them understand it.

Part B.

- To improve the writing ability of the students, tell them to write two paragraphs; a paragraph about their family members and a paragraph about their classmates.

<u>Step Four</u>
Speaking
Part A.

- To check the understanding level of the students about the strengthening of the vocabulary skills, divide them into pairs, and tell the students to ask questions about a house of your friend and elicit answers about it.
- Get the first person of the group to ask another member of the group some questions about the house of his friend and draw out answers about it. Go on to the next one and follow the same procedure with the first person of the second group.

Part B.

- To improve the writing ability of the students, tell them to write down five sentences about the items of the house of your friend, and use the adverb of 'there is or there are' to write the sentences.

Part C

- In working on part C, get your students to follow the instructions in part A and write five sentences about the items they have in their rooms, and consequently improve their writing ability.

Homework

- Give your students homework about the lesson and ask them:

1. Write four sentences using the preposition you have recently learnt.
2. Write a short paragraph about your school building.

* * *

Unit Eight
Lesson Four

<u>Attention</u>: This lesson should be taught in two periods.

Aims of the lesson:

1. To learn about the short 'I' sound.
2. To practice the Listening Skills.
3. To practice the vocabulary.
4. To practice Speaking skills.
5. To practice Writing Skills.

- **Period:** (45) minutes.
- **Pages:** 80-81
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
    1. What kinds of profession do you like the best?
    2. Can you name three common used prepositions?

Brainstorming

- Ask the students something about the coming lesson.
    1. Can you pronounce the word 'pin'?
    2. Did you buy a gift so far?

<u>Step Two</u>

Phonics

- Write the short '**I**' letter on the blackboard, and write the phonic rule for it:
- **If a word has only one vowel, and the vowel sound is usually short, e.g.** 'fist, pin, cliff, ink, hill, ring, gift and pink', read them aloud while the students repeat them after you. Repeat the words aloud and get the students to pronounce them correctly. Then write the rule for the short **'I'** on the blackboard and explain it to the students. Tell the students to practice them by reading in pairs, and you should check; how the students pronounce the words.
- You must try to get the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

Part A.

- Read the words in part A aloud and fluently, and tell your students to repeat them after you to practice their pronunciation. You should try to get the students to correct their own mistakes, drawing them out of questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students so that they feel proud of their achievements.

Part B.

- Tell your students to read the words in part B on page 80 of the book, and underline the word where it has short '**I**' sound. Remind the students to use pencils in the book, and avoid using any pens there.

Solution

a. film, b. tip, c. clip, f. hill, g. thin. J. six,

<u>Step Three</u>

Listening

- Get your students to read the instructions in the listening section at page 81 of the book silently, and then they should listen to their classmates while they are describing their houses and to draw its map. In writing the paragraph, follow the example.

Vocabulary

- Tell your students to look at the picture and write the words next to the numbers of the pictures at page 81 of the book, on the blackboard. Read the words on the blackboard aloud and get the students to listen to the words you are reading.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning. Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort only to translate words, not patterns.
- Get the students to write the words in their note books, and tell them to learn the spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

<u>Step Four</u>

Speaking

- To check the understanding level of the students about the vocabulary skills, divide them into pairs, and tell the students to ask questions about the change they brought in their rooms that year.
- Get the first person of the group to ask another member of the group some questions about the changes they brought in their rooms, and draw out answers about them. Go on to the next one and follow the same procedure with the first person of the second group.

Conversation

- Get the students to look at page 81 of the book and look at the conversation between Nahid and Shakila. Divide the class in **small groups** and tell one of the groups to complete one part of the conversation, and then tell the other one to complete another part of the conversation.
- Then get the students to work in **pairs** and use the model dialogue. One student should read the question and another student should give the answer. Then the

second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Writing

- To improve the writing ability of the students, tell them to write a paragraph about the new houses they want to build. Tell them to describe their houses in their own words and thus each one to create a paragraph.

Homework

- Give your students home work about the lesson and ask them:
  1. What is the phonic rule of short 'I' sound? Illustrate it with examples.
  2. Make three sentences with short 'I' sound words.
  3. Make three sentences using the prepositions.

* * *

Unit Nine
Lesson One

Objectives:
1. Name the different clothes
2. Describe clothes
3. Say the color
4. Ask and say how much things cost.
5. Write sentences.

Aims of the lesson:
1. To discuss about clothes.
2. To make conversation about clothes.
3. To practice Present continuous affirmatives and negatives.
4. To introduce new vocabulary.

- **Period:** (45) minutes.
- **Pages:** 82-84
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings to be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the rule for short 'I'?
  2. How many words do you know about the common used furniture?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. What do you wear on Eid days?
  2. What color do you like most?

<u>Step Two</u>
Conversation:
Part A.

- Get the students to look at page 84 of the book and look at the conversation between Safia and Nargis.
- First read the conversation aloud and get the students to listen to the dialogue.

- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Safia's part in the dialogue after you, and the other half to repeat the Nargis's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource, only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Write the question, "Which kind of clothes do you like"? Then elicit information from your students and thus practice the dialogue between them.

Part C.

- To make your students to practice the conversation widely, you may ask the question in part C of the lesson on page 84 of the book.

<u>Step Three</u>

Grammar

- present continuous affirmative/negative sentences

1. I **am studying** the daily newspaper. I **am not studying** the daily newspaper.
2. Nafisa **is washing** the dishes. Nafisa **is not washing** the dishes.
3. Fatima and Mehnaz **are cleaning** the kitchen. They **are not cleaning** the kitchen.
4. He **is playing** soccer. He **is not playing** soccer.

Part A.

- Now, write the fill in the blanks sentences on the board and then ask the students to fill in the blanks given in the book with the correct words.

Solution

1. I <u>am wearing</u> white shoes.
2. Naseem <u>is watching</u> TV right now.
3. Shamsia and Fahima <u>are cleaning</u> the living room.
4. You <u>are playing</u> tennis in the playground.
5. She <u>is not listening</u> to the radio.
6. Saleem <u>is wearing</u> his yellow blouse.
7. We <u>are not wearing</u> black shoes.

- If they do not understand them or make a mistake, kindly correct them and encourage them.

Part B.

- Divide your students in pairs and tell them to discuss with their partners; what their family members may be doing now. You may improve their grammar practice by making discussion among them.

<u>Step Four</u>

Vocabulary

Part A.

- Write the following words on the blackboard: ***yellow, red, green, black, white, grey, purple, blue, black, brown, pink, and orange.***

- Get the students to look at page 85 of the book and tell them to look at the colored circles. Read the names of the colors aloud and get the students to listen to the names you are reading.
- Point to each colored box in turn and get the students to read it with you. Encourage them to say the names of the colors correctly. Do the same with each name of the color from the vocabulary.
- Read the names of the colors again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the colors clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource, only to translate words, not patterns.

Part B.

- Ask the students to rewrite the sentences in part B on page 85 in their notebooks, and tell them to complete the sentences with the suitable colors in part A.

Solution

1. Kabir is wearing a black trouser and a white shirt. His shoes are brown and his cap is red.
2. Shaista is wearing a green skirt with a purple blouse. Her veil is black and she is wearing white shoes.
3. Our teacher is wearing a white trouser/skirt with a black shirt/blouse. His/her shoes are also black.
4. Zaiba is wearing a blue suit/uniform, and her veil is pink. But her shoes are grey.

Part C.

- Arrange the students in pairs and ask them to discuss with their partners about the clothes that they wear, or about their traditional clothes. And everyone should describe the clothes that they are wearing. Correct them if they make a mistake or do not understand it.

Homework:

- Give homework to the students about their previous lesson and ask them:
  1. To make some sentences about present continuous tense.
  2. To remember the names of the colors by heart
  3. And that you are going to question them individually tomorrow.

* * *

Unit nine
Lesson Two

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. To be able to answer the questions.

- **Period:** (45) minutes.
- **Pages:** 84-85
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the previous lesson and tell them:
  1. Can you name some of the colors in your classroom?
  2. What kind of clothes do you wear at home?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. What do the words big and old mean?
  2. Can you make five WH questions?

Step Two

Vocabulary

Part A.

- Write the following words on the blackboard: ***big, old, expensive, and long.***
- Get the students to look at page 85 of the book and tell them to look at the vocabulary part. Read the words aloud and get the students to listen to the words you are reading.
- Point to each word of the vocabulary in turn and get the students to read it with you. Encourage them to say the words by themselves. Do the same for each word from the vocabulary.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Get the students to write the words in their note books, and tell them to learn spellings of the words correctly. They will be used in the dictation exercises during the course of the unit. Check your students how well they are learning the meanings of the words and their pronunciation.

Spelling work:

- To check spelling ability of the students divide the students in two groups and write a word on the blackboard and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board. Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.

Step Three

Conversation:

- Get the students to look at page 85 of the book and look at the conversation between a salesman and a customer.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat salesman’s part in the dialogue after you, and the other half to repeat the customer's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource, only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they understand the dialogue or not.

Part B and C.

- Get the students to work in **pairs** and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. For example: one student should ask the other; when do you buy more clothes? The other student should answer his question. Then another question should be asked; do you buy clothes more than your needs.

Step Four

Grammar

Wh questions for description

- Read the wh questions given in the grammar part on page 87 and describe them to the students. Read the questions and give the answers. Make the students repeat each question and answer after you, so that they can understand it better. Then ask the students to read the questions given in part A of this page, and tell them to answer the questions themselves. Correct and encourage them if they make a mistake or do not understand it. For example:
  1. What is the chair like?
  2. What size is it?
  3. What color is it?
  4. How much is it?
  5. How wide is it?

Solution:

1. The chair is very soft.

2. It is about one meter high.
3. Its color is dark red.
4. Its cost is 500 Afghanis.
5. It is about thirty inches wide.

Part B.

- There are some answers given in this part. Ask the students first to give the questions for the following answers. Praise them if they make the questions for the answers. Correct them if they make a mistake. Give explanation if they do not understand the situation.

Solution:

Answers	Questions
1. There are nineteen Afghanis.	1. How much money is it?
2. Its 30 cm wide.	2. How wide is it?
3. He is 29 years old.	3. How old is he?
4. The garden was beautiful.	4. How was the garden like?
5. It was 25 m long.	5. How long was it?

Part C.

- Arrange the students in pairs to play a role play. There should be two students in each pair in order to practice the act well, ask the two students in each pair to act as a salesman and a customer. Then ask each pair to come one by one in front of the class and play the act, so that they can understand it well. Correct them if they make a mistake and encourage them.

Reading:

- Read the three paragraphs given on page 87 and ask the students to listen carefully. Then ask the students to match each of the three paragraphs with their suitable pictures given below. After that make them read the paragraph and point to its picture.

Homework:

- Give homework to the students about their previous lesson and ask them:
  1. To make four sentences using the words (big, old, expensive, and long) from the vocabulary.
  2. To make four sentences using the WH questions.

* * *

Unit nine
Lesson Three

Aims of the lesson:
1. To practice conversational skill.
2. To improve grammatical skill.
3. To improve listening skill.

- **Period:** (45) minutes.
- **Pages:** 84-85
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What are the opposites of big, old and long?
  2. What are the WH questions?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. What does "tidy" mean?
  2. What are possessive pronouns?

Step Two

Conversation

- Get the students to look at page 88 of the book and look at the conversation between Fahim and his mother.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in **two halves**. Read the dialogue again and tell one half to repeat Fahim's part in the dialogue after you, and the other half to repeat the mother's part in the dialogue after you.
- Now divide the class in **small groups** to practice the dialogue.
- Finally, **individual** students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource, only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they understand the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second

student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Step Three
Grammar
Questions with "whose":
Possessive Pronouns and Possessive Adjectives
Possessive Pronouns: They are: Mine, yours, ours, theirs, his, hers and its. This kind of pronouns shows possession and ownership in sentences, e.g.

1. Which car is **yours**? The red one is **mine**.
2. Whose book is this? This is **mine**.

Possessive Adjectives: They are: My, your, our, their, his, her and its. This kind of adjectives precedes nouns and they are used to show ownership or possession of nouns to which they refer e.g. He writes with **his** pen.

- Ask the students to look at the grammar section on page 87 of the book, and read some questions with "whose" while they listen to you, and make some sentences using the possessive adjectives and the possessive pronouns. Make more sentences so that the students can understand the grammar well. Then ask them to make some sentences by themselves to check whether they have enough understanding of the grammar or not.

Sep Four
Part A.

- Ask the students to complete the sentences with the suitable possessive adjectives or the possessive pronouns. Correct them if they make a mistake.

Solution

1. I am wearing my new jacket. It is mine.
2. The boys are washing their trousers. The trousers are theirs.
3. She is picking up her skirt. It is hers.
4. I took my brother to the bazaar. I bought him a nice shirt. Now the shirt is his.
5. My father told me to stay in my room all day.
6. I told my mother to help me in doing my homework.
7. Is this your scarf?
8. Whose book is this? It is hers.
9. Our dad told us to study hard.
10. How was your examination?

Listening:

- Ask the students to concentrate on the listening part on page 89. Choose three students in the class to talk about their favorite clothes. The other students should write the names and the colors of the clothes that they like. Help them if they can't express themselves. Then make other groups to do the same discussion so that they can understand well.

Writing:

- Ask the students to concentrate on the "Writing" section of the lesson. Write the topic on the board "**The Clothes You Like**" and "**The Clothes Your Brother Likes**". Make the students to write six sentences for each of the two topics in their notebooks. Help them if they can not complete the sentences and encourage them.

Homework

- Give homework to the students about their previous lesson and ask them:
  1. To make four sentences about Possessive Pronouns.
  2. To make four sentences about Possessive Adjectives.

* * *

Unit nine
Lesson Four

Attention: This lesson should be taught in two periods.

Aims of the lesson:

1. To introduce short 'o" sound.
2. To practice grammar summary.
3. To practice listening, speaking and reading skills.

- **Period:** (45) minutes.
- **Pages:** 89-91
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but by the time you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the difference between possessive pronouns and adjectives?
  2. What kind of clothes is used in your native town?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. Have you seen any frog?
  2. What is the right pronunciation of sock?

Step Two

Phonics

Short "o" sounds like the first sound in oak.

Rule: If a word has only one vowel, the vowel sound is usually short.

Part A.

- Ask the students to concentrate on part A on page 90. Tell them to remain silent and listen to the words under the pictures while you read it loud to them. Then ask them to repeat the words after you. When they are finished reading, tell them to open their notebooks and make a sentence on each of the words. If they make a mistake or cannot make a sentence, please help them and encourage them. Then ask every student to read the sentences that he has made on the words, so that they can understand it well.

Part B.

- Tell the students to read the part b section on page 90. Ask them to circle the words that have the short "o" sound in it. Make them to repeat the words again and again to understand the short "o" sound.

Solution

fog, shock, nose and toast.

Part C.

- There are some sentences given in part C of the lesson. Read the sentences to the students and they should listen to you. Then ask the students to read the sentences again and circle the words that have the short "o" sound. After they have circled the words they should write the words in their notebooks. See if they have written the correct words in their notebooks or not. Correct them if they have not written the correct words.

Solution

fox, ox, box, rock and knock.

Step Three

Grammar summary

Wh questions with Be.

1. **What** color **is** the car?
2. **What** color **are** the shoes?
3. **What is** the baby like?
4. **What are** the books like?
5. **How** much **is** a piece of bread?
6. **How** much are these trousers?

Present continuous tense:

Affirmative/Negative sentences

1. He/she **is** not **wearing** a white blouse.
2. I **am** not **wearing** a white blouse.
3. We **are** not **wearing** white blouses.
4. You **are** not **wearing** a white blouse.
5. He **is** not **running** fast.

Subject pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
You	your	yours
He	his	his
She	her	hers
It	its	its
We	our	ours
They	their	theirs

Complete the sentences with the correct pronouns:

Solution:

1. My father bought me a blue skirt last week.
2. They are writing the story.
3. Whose book is it? It is mine.
4. Their children are swimming in the pool.
5. Whose children are swimming? Their children
6. Is she cooking? Yes, she is.
7. My shirt is white, but yours is blue.

Step Four

Listening

- There are some pictures given in the listening part of the lesson. Ask the students to describe some of the things from the pictures that they have bought recently or they have already had them and now they are using. Other students should listen to them

carefully. Then ask the students to circle the things that their classmates are describing them. Tell the student; they should use pencil rather pen.

Speaking

- Arrange the students in pairs and ask them to choose an object from the above pictures, their partners should guess the size, color and price of that thing. Every pair should do it without looking at the other groups' sentences. If they don't understand the situation, kindly explain some of the pictures yourself, so that they can understand well.

Solution

Student A: I have a T-shirt.
Student B: What color is it?
Student A: It is white.
Student B: What size is it?
Student A: It is 36 inches.
Student B: How much is it?
Student A: It is for twenty-five Afghanis.

Reading

- Tell the students to concentrate on the reading part of the lesson. Ask them to first read the sentences with themselves; there is one spelling mistake in each sentence. Ask them to find that mistake and correct it by themselves. If they can't do it or don't understand it, please help them by showing them the correct sentences.

Solution:

1. I watched the program of animal world last night.
2. You are my best friend.
3. Nadir is a tall boy.
4. Who is your English teacher?
5. Nadir is a student.
6. I work hard.
7. Ibrahim is going to school now.

Vocabulary list

- The vocabulary list contains of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. And if they have any problems with the vocabulary, they can look it up in the end of the unit. Moreover, it is a useful resource for those students who want to check their spelling of any word in the Unit.

Homework

- Give homework to the students about their previous lesson and ask them:
  1. Write four sentences with the word having short "o" sound.
  2. To make four sentences with present continuous tense.
  3. To make four sentences about Possessive Adjectives.

* * *

Unit Ten
Lesson One

Objectives of the unit:
1. To name some parts of the human body
2. To describe the people
3. To say what is the matter with the people
4. To write sentences

Aims of the lesson:
1. To describe the human body.
2. To make your grammar strong.
3. To be able to make a conversation.

- **Period:** (45) minutes.
- **Pages:** 94-95
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the rule for short 'o' sound?
  2. What is the structure of present continuous negative sentences?
  3. What are possessive pronouns?

Brainstorming
Ask the students something about the words related to the human body:
1. Can you name three organs in your head?
2. How tall are you?
3. Do you write with right hand?

Step Two
Conversation
Part A.
- Get the students to look at page 95 of the book and look at the conversation between Zareen and Mobeen.
- First read the conversation aloud and get the students to listen to the dialogue.

- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Zareen's part in the dialogue after you, and the other half to repeat the Mobeen's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

Take some information from the students about their height and weight. Then ask them to write their given information in their notebooks, correct them if they make a mistake or do not understand the topic.

Part C.

Ask the students to write a paragraph about how a person should keep himself healthy. Give some reasons and ideas why a person should keep himself healthy.

Step Three

Grammar

Questions with "how":

1. **How** tall are you? I am 140 centimeters tall.
2. **How** fat is the baby? He is too fat to walk.
3. **How** old is your grandfather? He is 89 years old.

Part A.

There are some questions given in part A of the grammar section. Ask the students to read the questions first and then answer them, their answers should be correct. If they can't answer the questions, kindly give answers for them.

Solution:

1. I am six feet tall.
2. I weigh 70 kilograms.
3. My elder brother is nineteen years old.
4. My brother is five feet tall.
5. The tree is very short.
6. My dress is very long.

Part B.

Ask the students to concentrate on part B of the lesson. Ask them to match the questions to the answers given in the columns. If they make a mistake or do not understand that what to do, please help them and correct them if they are wrong.

Solution:

1. She is 12 years old.
2. It is five meters wide.
3. It weighs eight kilos.
4. It is two kilometers far.
5. I am 25 years old.
6. It is 3 meters long.

Step Four

Part C.

There are some answers given in this part, ask the students to write their questions. Let them to make the questions by themselves, in order to understand it better. If they make a mistake or can't make the questions, kindly correct and encourage them.

Solution:

1. How much does he weigh?
2. How tall are you?
3. How long is the skirt?
4. How much do you weigh?

Part D.

Divide your students in pairs and ask them to discuss with each other about their weight and height. And they should ask and answer each other about their height and weight. They may ask about the weight and height of some members of their families as well. For example:

Student A: How much do you weigh?
Student B: I weigh 60 kilograms.
Student A: How tall are you?
Student B: I am 5 feet tall.

Homework

- Give homework to the students about their previous lesson and ask them:
    1. Make seven sentences using different parts of the body.
    2. Make four WH questions about height, and weight of your friends.

* * *

Unit Ten
Lesson Two

Aims of the lesson:

1. To practice conversational skill.
2. To introduce new vocabulary.
3. To learn questions for describing people.

- **Period:** (45) minutes.
- **Pages: 96-97**
- **Teaching methods: oral, visual, display, discussing, questions/answers and role play.**
- **Teaching materials: blackboard, eraser, chalk, cards, flashcards, pictures and models.**
- **Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.**
- **Evaluation: questions and answers, oral, visual, display, etc.**

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding about their previous lesson and tell them:
  1. Make five questions with "how"?
  2. How much does your little brother weigh, and what is his height?
  3. Describe briefly some parts of the body?

Brainstorming

- Ask the students something about the words in the vocabulary section:

1. What does the word moustache mean?
2. What should we do to be fit and healthy?

Step Two

Conversation

- Get the students to look at page 97 of the book and look at the conversation between Ferooz and Salman.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Ferooz's part in the dialogue after you, and the other half to repeat the Salman's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.

Vocabulary

Ask the students to concentrate on the vocabulary part of the lesson. There are some words given with its three possible meanings, tell the students to choose the correct meaning of the words. If they don't understand it or can't tell the meaning, please help them and encourage them.

Part A.

Solution:

1. Moustache means hair above the upper lip.
2. Young means not old.
3. Short means not tall.
4. Fat means not thin.

Part B.

Make some groups of the students in the class. Ask a group to describe one of their classmates without saying his/her name. After describing him, one of the group members should guess whom he/she was talking about. For example:

Student: He is a tall and fat boy. His hair is bright brown and his eyes are light green. His skin is fair and white. Now tell us who should be that one.

Group: He is Qais.

<u>**Step Three**</u>

Grammar

Questions for describing people

What does he look like?	He is tall and thin.
	He has got black hair.
	He doesn't have black eyes.
	She has got fair skin.
	She hasn't got curly hair.

Part A.

Ask the students to concentrate on the blanks given in this part. Ask them to complete the descriptions about their friends or family members. Do not correct them if they make a mistake. Let them try first, so that they can understand the topic well.

Solution

- My brother:
  He is a balanced man. He has brown eyes. His hair is black. He does not have moustaches.
- My father:
  He is a smart man. He has got a white skin. His eyes are black and his hair is brown. He has no moustaches. His beard is black.
- My classmate Basira:
  She is a fat girl. Her skin is black and her eyes are light green. She has black hair.

<u>**Step Four**</u>

Reading:

- Read the paragraph aloud to the students and ask them to listen carefully. Read it clearly so that they can understand what you are reading. Then ask them to read the paragraph individually. After that ask some of the students to come in front of the class and read the paragraph loudly. If he/she makes a mistake or cannot pronounce the words correctly, kindly correct him/her and tell him/her the correct

pronunciation. After reading and understanding the paragraph, tell them to mark the following sentences true or false. Then ask them to underline the place in the story where they have found the information.

Homework

- Give homework to the students about their lesson and ask them:
    2. Make four sentences using the words from the vocabulary section.
    2. Make four questions describing the people.

* * *

Unit Ten
Lesson Three

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop reading skill.
3. To be able to express yourself.

- **Period:** (45) minutes.
- **Pages: 95-96**
- **Teaching methods:** oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding about their previous lesson and tell them:
  1.What is the meaning of the words: moustache, young, short and fat?
  2.Can you describe one of your classmates in three sentences?

Brainstorming

- Ask the students something about the words in the vocabulary section:
  1. Have you ever got any flu or headache?
  2. Can you briefly explain a reason of a headache?

Step Two

Vocabulary:
Part A.

- Write the following words on the board: sore throat, flu, earache, headache, backache and fever.
- Get the students to look at page 99 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word in turn and get the students to read it with you. Encourage them to say sore throat. Do the same for each word from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation

into Pashto or Dari should be used as a last resource, only to translate words, not patterns.

Part B.

- Ask the students to find out who is not present in the class today. Find out what is the matter with him/her. Don't correct them if they make a mistake, let them try first. If they don't understand it, then correct and encourage them.
  For example: Hadi/sore throat.
  Hadi has got a terrible sore throat.

<u>Step Three</u>

Conversation:

- Get the students to look at page 99 of the book and look at the conversation between Omer and Hamid.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Omer's part in the dialogue after you, and the other half to repeat the Hamid's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part A.

- Ask the students to describe what the benefits of visiting sick people are. Every student should write his/her opinion in his notebook, and then you should ask them to come in front of the class and describe their opinions about the benefits of visiting sick people. Please correct them if they make a mistake.

Part B.

- Ask the students to write the disadvantages of taking medicine without consulting a doctor in their notebooks and ask them why. Help them if they cannot express their selves.

Grammar:

<u>Have got + noun</u>	**<u>Advice</u>**
I have got a headache.	Take some painkillers.
You have got a sore throat.	Go to the doctor.
He has got a backache.	Stay in bed and don't walk a lot.
She has got an earache.	Go to the doctor.

Part A.

Ask the students to look at the pictures in the grammar part on page 100 and tell them to make sentences about the problems in each picture and give advice for each problem.

Part B.

Make some groups in the class, in each group one student should act as a sick person and the other group member should guess what his sickness is, and then invite each group to practice it in front of the class.

Step Four

Listening

- Ask your students to talk about their health problems, other students should listen to them, and then they should write what's wrong with them in their notebooks. And they should write the parts of the body where the problem is. For example:

Name	health problem	part of the body
Zainab	aching	head

Writing:

- Ask the students to choose an illness and write a topic about it in their notebooks. They should not look at other student's notebooks. If they can't complete or do not understand it, then kindly help them in completing it.

Homework

- Give homework to the students about their previous lesson and ask them:
  1. Make five sentences using Have got + noun...
  2. Write a paragraph about the last time you became sick, and what kind of medicine did you take?

* * *

Unit Ten
Lesson Four

Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To understand the phonics.
2. To introduce new vocabulary.
3. To learn how to control diseases.

- **Period:** (45) minutes.
- **Pages:** 98-99
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you name three common diseases?
  2. Can you explain your illness to a doctor

Brainstorming

- Ask the students something about the words in vocabulary section:
  1. Have you ever heard drum sound?
  2. Have you ever use gun?

Step Two

Phonics
Part A.

Short "u" sound like the sound in duck
Rule: if a word has only one vowel, the vowel sound is usually short.

- Write the letter of 'u' on the blackboard, and tell your students that U is for 'cup, rug, drum, tub, sun, run, gun and up', and read them aloud while the students follow them. Repeat the words aloud and get the students to pronounce them correctly. Then explain the rule of short "U" to your students. Tell the students to practice them by reading in pairs, and you should check; how the students pronounce and stress the words.
- You must try to get students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

Part B.

Ask the students to read the sentences in this part and tell them to circle the words with short "u" sound. Don't correct them, let them try first.

Solution:

1. tubs 2. sun 3. button 4. cup 5. hunters 6. duck 7. drum 8. duck and gun

Step Three

Grammar summary

Questions with 'how'

- To make your student understanding Questions with 'how', write the following rules on the blackboard, and explain them to the students:
- We use 'how' to ask a general opinion on something, e.g. How was the journey?
- We use 'how' to ask about general health, e.g. How is your brother?
- We use 'how' to ask about preferences relating to food and drink e.g. How do you like your coffee?

1. How much do you weigh?
2. How much does he weigh?
3. How tall is your boy?
4. How old are your friends?
5. Have got + noun
6. I have got a headache.
7. You have got a headache.
8. We have got a headache.
9. They have got a headache.
10. She has got a cough.
11. He has got flu.

Questions for describing people: what

- We use what to ask about a general opinion on something with what… Like, e.g. what was the journey like?
- We use what for details e.g. What do you like about the job?
- We use what to ask about the naming of something in the question, e.g.
    1. What's it called?
    2. What does he/she look like? He/she is tall.
    3. What do they look like? They are thin.
- There are some sentences given on page 102. Ask the students to read them, and tell them to choose the correct words. After they have finished, check their work to see if they have done it right or wrong.

Solution:

1. He has got a headache.
2. I look like my father, but my brother doesn't.
3. I have got a sore throat.
4. My brother is 160 cm tall.
5. Her eyes are brown.

Step Four

Listening:

- Ask the students to look at the listening part on page 102, tell them to pretend one of their classmates is looking for his/her missing brother. The others should listen to

his/her description and should write that description which they hear. If they make a mistake, kindly correct them.

Speaking:

- Make some pairs in the class. Ask each pair to discuss about how to control diseases and they should speak about its causes also. After they have finished discussing, ask a pair to come in front of the class and say their opinions.

Vocabulary List:

- The vocabulary list contains the most important words in the unit which provides a useful way for the students to check and revise what they have learned in the class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their previous lesson and ask them:

1. What is the phonic rule of short 'u' sound? Illustrate it in examples.
2. Make three sentences with short 'I' sound words.
3. Make three sentences using have got + noun.

* * *

Unit Eleven
Lesson One

Objectives of the unit:

1. To name different shops.
2. To ask for and give directions.
3. To read about shopping places.
4. To write a paragraph.

Aims of the lesson:

1. To improve discussing ability.
2. To learn the use of 'How many and how much'.

- **Period:** (45) minutes.
- **Pages: 1o4-105**
- **Teaching methods: oral, visual, display, discussing, questions/answers and a role play.**
- **Teaching materials: blackboard, eraser, chalk, cards, flashcards, pictures and models.**
- **Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.**
- **Evaluation: questions and answers, oral, visual, display, etc.**

<u>Step One</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but by the time you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask your students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.Describe the rule for short 'U' sound?
  2.What is the meaning of 'I have got a headache'?
  3.Can you describe one of your friends?

Brainstorming

- Ask the students something about the words in the vocabulary section:
  1.Have you ever been from a big shopping center?
  2.How many notebooks do you have?

<u>Step Two</u>

Shopping:

- Ask the students to concentrate on the picture given on page 105 of the book. Explain to them why shopping is necessary, and describe the malls to them, why they are built and why do people shop in the malls. Teach the students some advantages and some of the disadvantages of malls or the shopping centers. Then ask the students to answer the questions given under the picture. If they can't do it or make a mistake in it, kindly correct their mistakes and encourage them.

Solution:

1.People go for shopping in the malls, because they can find anything they want to buy for house needs. People go to shopping centers to find the commodities they have

good quality and with good fix price. However, in a country like Afghanistan, things in big shopping centers are more expensive than in common small shops.

2. Yes, there are big shopping centers in Kabul city, and very good buildings are made here by rich people and the government. Many people who do not have employment, they get a chance to be employed there.
3. You can find all kinds of stuff in shopping centers. Generally, things like shirts, trousers, ladies clothes, eating stuff, jackets, shoes, gold, silver, and other stuff are available there.
4. There are different kinds of shopping centers in our country; the big once and small once. The once with fruit and vegetables, and the once with everyday needs of houses like food materials and clothes.

<u>Step Three</u>

Conversation:

Part A.

- Get the students to look at page 105 of the book and look at the conversation between a salesman and a customer.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat the salesman's part in the dialogue after you, and the other half to repeat the customer's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Ask the students to write a note in response to the question; "Is it a good idea to owe people whom you do not know?" in their notebooks. The students should not look at each other's ideas. If they can't write it or have mistakes in it, please correct them and encourage them.

Part C.

- Ask the students to write their experience; if they have ever faced such kinds of difficulties. After they have finished writing, please check their work whether they have understood the topic or not.

<u>Step Four</u>

Grammar:

How many/how much

1. **How many** notebooks do you want?	I want three notebooks.
2. **How much** sugar do you want?	I want a kilo of sugar.
3. **How many** pens do you have?	I have two pens.
4. **How much** is it?	It is five Afghanis.
5. **How much** does it cost?	It costs a hundred Afghanis.

Part A.

- Tell the students that there are two columns given below. There are some words given above the column, put the suitable words under the correct column and complete the box.

Solution:

How much	**how many**
Water	shirts
Juice	boys
Milk	books
Shampoo	girls
Money	apples
Sugar	trousers
Tea	children
Time	tomatoes
Soap	flowers

Part B.

- Arrange the students in pairs, and ask them to ask each other questions and answers about the items they have. They should use how much and how many, e.g.

1.How much (money) is your notebook? It is thirteen Afghanis.
2.How many shirts do you have? I have six shirts.

Homework

- Give homework to the students about their lesson and ask them:

1. Write a short paragraph about the "Importance of Shopping Center".
2. Make three sentences with 'How many'.
3. Make three sentences with 'How much'.

* * *

Unit Eleven
Lesson Two

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop spelling ability.
3. To be able to name the items.
4. To develop Reading Ability.

- **Period:** (45) minutes.
- **Pages:** 106-107
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.What is the difference between Shopping center and Mall?
  2.What is the difference between "have much' and 'how many'?

Brainstorming

- Ask the students something about the words in vocabulary section:
  1. Have you seen any flower shop?
  2. Is there any bookstore near to your school?

Step Two

Vocabulary:
Part A.

- Write the following words on the board: flower shop, bookstore, dress shop, supermarket, pharmacy and furniture shop.
- Get the students to look at page 107 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word in turn and get the students to read it with you. Do the same for each word from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation

into Pashto or Dari should be used as a last resource only to translate words, not patterns.

- There are some things given on page 107 of the book, ask the students where can you buy these things? Then ask them to complete the table with the correct sentences. If they make a mistake, kindly correct them and encourage them.

<u>Step Three</u>

Solution:

1. You can buy a coach in the furniture store.
2. You can buy a shirt in the dress shop.
3. You can buy flowers in the flower shop.
4. You can buy books from the bookstore.
5. You can buy pills from the pharmacy.

Listening:

- Ask the students to concentrate on the listening section of the lesson. Tell them that their classmates are going to buy some items, others should listen and complete the table with its titles; Items' name, How many, Price and Where.

<u>Step Four</u>

Reading:

- Ask the students to look at the reading part on page 108 of the book. First read the paragraph clearly and the students should repeat after you. When you are finished, tell them to practice it by themselves so that they can understand it better. After they have finished reading, they should answer the following questions.

Solution:

1. Ghazni is not the capital of Afghanistan.
2. Ghazni was the capital of Afghanistan during the reign of Sultan Mahmood Ghaznawi.
3. The name of Hakim Sanaie is famous as a poet and saint.
4. I would go to the historical shrines and minarets.
5. Yes, there are shrines and minarets in Ghazni which have been kept and preserved in their ancient shapes.
6. Yes, Sultan Mahmood Ghaznawi is the hero of Afghanistan. He conquered Delhi when he was the king of Afghanistan.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write seven sentences using the words from the vocabulary section.
  2. Write a short paragraph about the historical importance of "Ghazni".

* * *

Unit Eleven
Lesson Three

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop conversational skill.
3. To improve writing skill.

- **Period:** (45) minutes.
- **Pages:** 108-109
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of their previous lesson and tell them:

ii. What is the historical importance of 'Ghazni'?
iii. When was Delhi conquered by Afghans?

Brainstorming

- Ask the students something about the words in vocabulary section:
  1. Where can you find medicine?
  2. Where can you find a book?

<u>Sep Two</u>

Vocabulary

- Write the following words on the board: mall, book store and pharmacy.
- Get the students to look at page 109 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.

Spelling Work

- To check spelling ability of the students divide the students in two groups and write a word on the board and get the first person of the group to read it aloud. Cover the word and get the first student of the group to spell it. Erase the word from the board.

Give one point for the correct spelling of the word. Go on to the next word and follow the same procedure with the first person of the second group.

- Keep the scores and see which group wins.

<u>Step Three</u>

Conversation

Part A.

- Get the students to look at page 109 of the book and look at the conversation between Omaid and Hashmat.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Omaid's part in the dialogue after you, and the other half to repeat the Hashmat's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

<u>Step Four</u>

Part B.

Ask the students to write a paragraph about the mall near to their houses. Please check their work when they are finished to see if they have done it correctly.

Writing:

Part A.

Ask the students to concentrate on the writing part of the lesson, ask them to write eight sentences describing shops around their house, e.g.

There is a shop near my house. The owner of the shop is a very kind man. The shop is clean.

Complete the rest of the sentences to make a paragraph.

Part B.

Ask the students to choose a shopping center and write a paragraph to describe it.

Rules of writing paragraph

1. Begin each sentence with a capital letter.
2. End each sentence with a full stop.
3. Do not start each sentence on a new line.

Homework

- Give homework to the students about their lesson and ask them:
    1. Write three sentences using the words; malls, pharmacy and bookstore.
    2. Write a short paragraph about a “Shopping Center”.

* * *

Unit Eleven
Lesson Four

Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To learn about long 'o' sound.
2. To develop grammar skill.
3. To increase speaking skill.

- **Period:** (45) minutes.
- **Pages:** 110-111
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.What do mall, pharmacy and bookstore mean?
  2.What are the rules for writing a paragraph?

Brainstorming

- Ask the students something about the words in vocabulary:
  1.Have you ever seen a snake?
  2.How can you pronounce train and plane?

Sep Two
Phonics
Long "a" sound

- Write the phonic rules for long "a" sound on the blackboard, and tell the students that there are two rules for the long "a" sound.
  1.When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long "**a**" sound in **hair** and **paid**.
  2.A vowel usually has the long sound when a consonant and "e" come after it. The e is silent. You can hear the long "a" sound in snake and tale.
  3.Then write the words with long "a" sound in the phonic section of the lesson; train, maid, plane, snake, tail, nail, bake and date.

Part A.

- Tell the students to concentrate on part A of the lesson. Read the words under the pictures to the students and ask them to repeat after you. Then tell them to read it by themselves.

- Read them aloud while the students repeat them after you. Repeat the words aloud and get the students to pronounce them correctly. Tell the students to practice them by reading in pairs, and you should check; how the students pronounce the words.
- You must try to get the students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

Part B.

- There are some sentences given in this part, ask the students to read the sentences and circle the words with the long "a" sound. After they have finished them, check their work to see if they have done them right or wrong.

Solution:

Bake, cake, make, blade, today, play, take, away.

Step Three

Grammar summary:
How many/how much

1. How many shirts do you need?
2. How many pens do you want?
3. How many notebooks does she/he have?
4. How much is the T-shirt?
5. How much are these trousers?

Part A.

- There are some sentences given in this part of the lesson. Ask the students to choose how much or how many for each sentence.

Solution:

1. How much is a kilo of sugar?
2. How many students are there in your class?
3. How many subjects do you have in this grade?
4. How much sugar do you want?
5. How much is a pound of yogurt?

Part B.

- There are some answers given in this part of the lesson. Ask the students to write the questions for the answers; don't correct them if they make a mistake. When they completed the work in their notebooks, then Check their performances and see how they have done the questions.

Solution:

1. How much is a kilo of meat?
2. How many brothers do you have?
3. How much Afghanis are these?
4. How many notebooks does she have?
5. How much is a kilo of tea?

Listening:

- Ask the students to concentrate on the listening section of the lesson. Tell the students to talk about where they want to go shopping and what do they want to buy. Other students should keep quiet and listen to them, and then other students should do the same practice. For example:

Name of the student	Place they want to go	What they want to buy
Nooria	city center	trousers, shirts and a belt.

Step Four

Speaking
Part A.

- Arrange the students in pairs and ask each pair to pretend that his/her father is going to travel to Daykundi. Go to the market and buy him clothes, what kind of clothes would you buy for him/her?
- Always praise the student's efforts regardless of the level of accuracy. Don't interrupt the children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

Part B.

- Make some groups in the class and ask each group to discuss the sentences given in this part. If they don't understand it or make a mistake, kindly correct them and encourage them.

Solution:

a. Keep the money.
b. Talk to the boy.
c. Pay the money.
d. Return them politely.

Writing:

- To improve the writing level of the students, tell your students to reconsider the situations in part B of the lesson, and suppose you faced the similar situations. So you want to illustrate the situation in your words, write a paragraph about that.

Correction

- Students' writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.
- Instead, encourage the students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises the students' awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for the students to work out or train their work of writing together.

Vocabulary List:

- The vocabulary list contains of a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in the class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1. What is the phonic rule of long "a" sound?
  2. Make four sentences with long "a" words.
  3. Write a short paragraph about your "Shopping a Dress".

* * *

Unit Twelve
Lesson One

Objectives of the Unit:
Review of the previous units
Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To practice speaking skill.
2. To develop conversational skill.
3. To develop writing skill.
4. To strengthen grammar skill.
5. To improve reading ability.

- **Period:** (45) minutes.
- **Pages:** 115-116
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.What is the rule for long "a" sound?
  2.Tell me five words of long "a" sound.
  3.Make three sentences using "how many" and "how much".

Brainstorming

- Ask the students something about the words in vocabulary:
  1.What is your father's name?
  2.What does he do?

Step Two

Speaking

- To check understanding level of the students, divide the students in two groups and tell the students to ask about their family tree and members. Tell them to describe it to their group and they would ask them questions about their families, and complete the conversation.
- Get the first person of the group to ask about the family members of other member of the group. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell the students to use pencil and avoid the use of any pen in the book.

- Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

Conversation

- Get the students to look at the conversation between Amaan, Farhad and the doctor.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Amaan's part in the dialogue after you, and the other half to repeat the farhad's part in the dialogue after you. And you can use the doctor part in the conversation.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Writing

- Read the rubric for writing section and arrange the sentences in grammatical order.

Correction

- Students may have some mistakes in their writing practice, encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for students to work out or train their work of writing together.

Solution:

1. Have you got flu?
2. What is wrong?
3. The shoes are under my bed.
4. What does your brother do?
5. He is a pilot for Ariana airline.
6. He lives in the fourth street in khair khana.

Step Three

Grammar Summary:

Throughout the course there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of this language. This ability is to use basic grammatical terms appropriately.
Ask the students to correct the verb in the blank spaces to complete the sentences. When they have finished, check their work and see if they have done it right or wrong.

Solution:

1. Faiz's trousers are blue and his T-shirt is yellow.
2. I wear white shoes with black suit.
3. Mina has a pretty skirt.
4. I am wearing a hat now.
5. He wears a yellow shirt at school.
6. Do you have a red tie?

7. Are these pants yours?
8. Who is the man in the black suit?
9. Your shoes look new.

Step Four

Reading

Part A.

- Tell your students to look at the reading passage of the lesson and read the passage fluently. Tell them not to worry over every word of the descriptions. Just read it correctly and fluently to promote your reading ability.
- Get your students to respond to their reading passage and ask them question, and thus, enter into a dialogue with them about their reading.

Part B.

- Read the sentences to the students and ask them to repeat them after you. After that, tell them to mark the sentences true or false.

Solution:

1. false. 2. true 3. true 4. false 5. false 6. true 7. false 8. false
9. false 10. false

Part C.

- Ask the students to think of two or more tips and they should discuss them with their partners. Give an idea to the students about the discussion about what it is going to be, and how will they discuss it. So that the students can understand it well. After they have discussed the tips, ask them to write the discussion in their notebooks.

Homework

- Give homework to the students about their previous lesson and ask them:
  1. Write four sentences introducing your family tree.
  2. Write a paragraph about a "Your Health Care Tips".

* * *

Unit Twelve
Lesson Two

Aims of the lesson:

1. To introduce new vocabulary.
2. To develop writing skills.
3. To learn how to speak.

- **Period:** (45) minutes.
- **Pages:** 118-119
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.What are the important tips for once health care?
  2.Tell us about the following tips; whether they are true or false:
  - Waking up early is useful.
  - Regular exercise causes illness.

Brainstorming

- Ask the students something about the words in vocabulary:
  1.Whose book is this?
  2.How many notebooks do you have?

Step Two

Vocabulary

- Ask the students to read the sentences and its possible answers, and then ask them to write the correct answer for each question.

Solution:

1. It is one meter.
2. It is Noor Agha's.
3. Take some painkillers.
4. A kilo please.

Writing
Part A.

- To improve the writing ability of the students, ask them to choose one of their traditional clothes, and write a paragraph about it. Draw out the students to write down as much sentences as they can make about their traditional clothes.

Correction

- Students may have some mistakes in their writing, encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises the students' awareness of what is relevant and accurate when writing.

Part B.

In this part of the writing section, make some groups, and ask them to choose one of their classmates, to describe his or her appearance. If they make any mistakes, kindly go to them and individually solve their mistakes.

Step Three

Speaking

- To check understanding level of the students about the vocabulary they have learnt regarding the problems and giving advise, divide them into pairs, and tell them to look at the pictures and give them advise for treatment.
- Get the first person of the group to ask other member of the group to give advice for treatment. Go on to the next one and follow the same procedure with the first person of the second group.
- Keep the scores and see which group wins.

Step Four

Vocabulary

- Get the students to look at page 119 of the book and look at the vocabulary section of the lesson. Tell them to read the instruction and circle the correct word to complete the sentence.
- If the students don't understand the meaning of the words and ask you for their meaning, explain the words and their meanings and make them satisfied about their understanding the words.

Solution:

1. In winter, we wear a jacket to keep us warm.
2. We hear with our ears.
3. We wear pakool hat to protect our head from coldness and hotness.
4. Traffic lights are red, yellow and green.
5. We go to our mosque on foot.
6. You write with your hand.
7. In a cloudy day, the sky is usually gray.
8. Socks keep our feet warm and dry.

Listening:

- Ask the students to look at the listening section of the lesson, and tell them to write the sentences they hear from their teacher.

Homework

- Give homework to the students about their previous lesson and ask them:
  1. Write four sentences using the vocabulary you have just learnt.
  2. Write four sentences giving advice to a patient for treatment.

* * *

Unit twelve
Lesson Three

Aims of the lesson:

1. To improve Speaking Skill.
2. To develop Grammar Skill.
3. To improve Writing Skill.

- **Period:** (45) minutes.
- **Pages:** 120
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.What kind of traditional clothes do you like?
  2.What size of shoes do you wear?

Brainstorming

- Ask the students something about the coming lesson, e.g.
  1. Have you got headache?
  2. Do you feel dizzy?

Step Two

Speaking

- To check understanding level of the students about the vocabulary they have learnt regarding the problems and giving advice, divide them into pairs, and tell them to practice the questions and answers between two students Tariq and Jamil.
- Get the first student Tariq to ask the other student Jamil to ask the problem he has got recently. The second student Jamil will tell him his problem that he got that day. Then the first student Tariq should give advice for treatment. Go on and follow the same procedure in the speaking process.
- Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt the students by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

Step Three

Grammar

- To practice grammatical skill, tell your students to answer the following questions:

Solution:

1. I would like a kilo of sugar please.
2. I have five shirts.
3. My shirts are yellow, blue, black and white.
4. Hamid is five feet and eleven inches tall.
5. The color of my hair is brown.

Writing

- To improve the writing and grammatical skills of the students, tell them to rewrite and arrange the words in the writing section of the lesson, in meaningful sentences.

Correction

- Students may have some mistakes in their writing, encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.

Solution:

1.He is 1.50 centimeters tall.
2.What is he like?
3.How old are you?
4.She likes white color.
5.What size do you wear?

<u>Step Four</u>

Conversation:

- Get the students to look at page 120 of the book and look at the conversation between salesman and a customer, and then divide the class in two halves. Tell one half to play the role of salesman in the dialogue, and the other half to play the role of customer in the dialogue. And thus complete the conversation accordingly.

Solution

Can I help you?	Yes, thank you. I want a pair of shoes, please.
What color do you wear?	I wear the black one.
	How much is it?
It is 400 Afghanis.	Isn't that too much expensive? How much is that pair?
It is 300 Afghanis.	Now, I like this pair.
Here you are.	Thank you.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write four sentences and make complaint about your illness.
  2. Write four sentences using 'how much and how many'.

* * *

Unit Twelve
Lesson Four

Aims of the lesson:

1. To improve speaking skills.
2. To develop grammar skills.
3. To improve writing skills.

- **Period:** (45) minutes.
- **Pages:** 121-122
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1.Make two complaints about two different illnesses?
  2.Write five sentences using "how much and how many".

Brainstorming

- Ask the students something about the words in vocabulary:
  1.If you are going to a party what would you wear?
  2.How does your principal look like?

Step Two

Speaking:
Part A.

- Ask the students to read the questions and ask them to circle their answers and give reasons for them.

Solution:

1.I would laugh at him because this kind of fashion is not common among the people.
2.I would wear a suit because these are special occasions that don't come everyday.
3.I would buy a black jacket because the other colors are not looked beautiful.
4.I would prefer cheap and beautiful clothes, because buying expensive clothes are not preferred.
5.I would wear cotton clothes, because they are cold in hot season.
6.I would change my clothes, because my friend has sympathy for me. And he would not like someone to laugh at me.

Part B.

- Arrange your students in pairs, and ask them to choose the correct answer and they should practice it with their partners.

Solution:

1.It is 10 Afghanis.
2.It is my mother's glasses.
3.He is a calm and kind man.
4.I want three ribbons.

Step Four

Writing:

- To improve the writing ability of the students, tell them to write five sentences about their favorite clothes.

Vocabulary List:

- The vocabulary list contains of a number of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write four sentences using the phrases in speaking section.
  2. Write four sentences about your favorite book.

* * *

Unit Thirteen
Lesson One

Objectives of the unit:

1. To ask and answer about time
2. To describe daily activities
3. To write a short descriptive paragraph about daily activities

Aims of the lesson:

1. To discuss daily activities.
2. To learn about time and clocks.
3. To learn about preposition of time.

- **Period:** (45) minutes.
- **Pages:** 124-125
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you tell me how much is a pocket of painkillers?
  2. How many family members do you have?

Brainstorming

- Ask the students something about the words in vocabulary:
  1. What time do you go to bed?
  2. What time do you do your homework?

<u>Step Two</u>

Discussion
Daily activities

- Write the questions on the blackboard, and then ask your students to look at page 124 of the book, and tell them to read the questions in the discussion section. Let the student to discuss the things belong to their daily activities. Get the students to ask them to look at the picture, and then answer the questions below the pictures.

Solution

1.I take breakfast at 7:30 in the morning. And I exercise at 5:00 o'clock in the evening.
2.I go to bed at 10:30 in the night.
3.I do my homework after the Maghrib prayer.

4.I sleep approximately 7 hours in 24 hours.

Conversation:
Part A.

- Get the students to look at page 124 of the book and look at the conversation between Naqibullah and Faisal.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Naqibullah's part in the dialogue after you, and the other half to repeat the Faisal's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one give the answer. Thus, exchange their roles in the dialogue.

Part B.

- Ask the students to look at part B of the conversation. Ask them, do they have enough time for doing their chores? Elicit them to articulate their working hours precisely. And thus, you can practice the conversation more effectively.

Part C.

- There are some sentences given in this part of the conversation. Ask the students to complete the sentences with their timetable. Correct them if they make a mistake.

Solution:

1.I wake up at 4:30 in the morning.
2.I have my breakfast at 7:30.
3.I leave home for school at 8:00.
4.At 12:00 I return home from school.
5.I do my homework in the afternoon at 2:30 p.m.
6.I go to bed at around 10:30 p.m.

<u>Step Three</u>

Vocabulary

- Read the times given in part A of the vocabulary on page 125, and tell the students to look at the clocks. Read the times and ask the students to repeat after you. Then ask them to read the times by themselves.

Part B.

- Arrange pairs of the students. Ask them to draw clocks on their notebooks and ask them to ask questions about time.

<u>Step Four</u>

Grammar

Write the title of "**Preposition of Time: in, on and at**" on the blackboard, and ask the students to look at the grammar section of the lesson.

Preposition of time

1. In the morning on Sunday at 7:00 a.m.

2. In the afternoon on Tuesday morning at one o'clock.
3. In the evening on Monday at midnight.

Part A.

Ask the students to open their notebooks, and ask them to complete the sentences and then practice with a partner.

Solution:

1. Are you busy on Monday afternoon?
2. Is it at one o'clock in the afternoon?
3. No, it will start at one and half p.m.
4. Then see you on Thursday afternoon there.

Part B.

- Ask the students to make a similar conversation about themselves with their partners. After they have finished, check their work to see if they have done properly, and consequently correct them and encourage them for improvement.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write four sentences about daily activities.
  2. Write six sentences using the preposition in, on and at.

* * *

Unit Thirteen
Lesson Two

Aims of the lesson:

1. To practice conversational skill.
2. To practice time vocabulary.
3. To improve speaking skill.
4. To improve reading ability.

- **Period:** (45) minutes.
- **Pages:** 126-27
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Can you tell us about your daily activities?
  2. What is the difference between in, on and at in usage?

Brainstorming

- Ask the students something about time, e.g.
  1. What time is it?
  2. It is 8:3o a.m.

Step Two

Conversation

- Get the students to look at page 126 of the book and look at the conversation between Obaid and Zaki.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Obaid's part in the dialogue after you, and the other half to repeat the Zaki's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second

student should ask the question and the first one give the answer. Thus, exchange their roles in the dialogue

- At the end of the conversation there is a question for the students to solve. Ask them to read the question and write the answer in their notebooks.

Step Three

Vocabulary

Part A.

- Get the students to look at page 126 of the book and tell them to look at the pictures of the clocks. Read the time under the pictures aloud and get the students to listen to the time you are reading.
- Point to each clock in turn and get the students to read it with you. Encourage them to say the time. Do the same for each clock from the vocabulary.
- Say the time of any of the clock if the students don't understand and ask you for their time.
- Read the time again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.

Part B.

- Arrange the students in pairs, and draw out them to ask and answer about time shown in the pictures below. For example;

Student A: What time is it?

Student B: It is quarter past ten.

Step Four

Speaking

- Arrange the students in groups, every group should ask each other about their daily activities. Then invite each group to come in front of the class to explain their daily activities.

Solution:

- I pray at 4:30 in the morning. Then I have breakfast at 6:30. I go to school at 8:00. I return home from school at 12:00 in the afternoon. I have lunch at 12:30. I do my homework at 2:30 in the afternoon. I watch T.V at 4:00 o'clock. I play with my friends at 5:30 after the Asar prayers. I sleep at 10:30 p.m.
- Ask the students to focus on part B of speaking on page 127, and ask them to choose a group member, and say two differences between your schedule and his/hers.

Reading

- Tell your students to look at the reading passage on page 127 of the book and read the passage fluently. Tell them not to worry over every word of the descriptions. Just read it correctly and fluently to promote your reading ability. -
- Get your students to respond to their reading passage and ask them question,

Solution

1. The paragraph is about our daily routine.
2. Because time is important, we have to use it wisely.
3. Islam teaches us to be punctual in our daily activities, and the times for offering prayers are the good example of punctuality.

Homework

- Give homework to the students about their lesson and ask them:
    1. Write a short conversation about people's punctuality in their daily activities.

* * *

Unit Thirteen
Lesson Three

Aims of the lesson:

1. To learn about the days of the week.
2. To improve writing skill.
3. To learn how to write a paragraph.

- **Period:** (45) minutes.
- **Pages:** 128-129
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Write a paragraph on your daily routine?
  2. How many days are there in a week?

Brainstorming

Ask the students something about the words in vocabulary.

1. Can you tell us the days of the week?
2. What day is today?

<u>Step Two</u>

Reading: part A.

- Ask the students to concentrate on the reading part on page 128 of the book. Ask them to listen to you while you are reading the days of the week, and the students should repeat after you.

Part B.

- There are some sentences given in this part, ask your students to complete the sentences. Check their work after they have finished the sentences and see how they have done it. Correct them if they have made mistakes and encourage them.

Solution:

Today is <u>Sunday.</u> Yesterday was <u>Saturday,</u> and tomorrow is <u>Monday</u>.

Part C.

- Tell the students to complete the web "Days of the Week" given in part C of this lesson. Help them if they can't complete it or give them hints.

Step Three

Listening

Part A.

- Ask the students to look at the listening part on page 128, tell them to listen to their classmates talking about their daily routine and complete the chart. If they make a mistake, kindly correct them.

Writing

- To improve the writing skill of the students, tell them to read the sentences which describe Malaly's daily routine Match them with the clock.

Correction

- Students' writing may have some mistakes in their writing encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.

Step Four

Part B.

- Ask the students to write a paragraph about Malay's routine using the above sentences.

Solution:

Malaly gets up early in the morning at five o'clock. She eats her breakfast at quarter past six. After that she reaches the school at seven o'clock. Then she has lunch at twelve o'clock. She starts doing her homework at four. Finally, she goes to bed at half past ten at night.

Part C.

- Ask the students to write a paragraph about their daily routine on Friday. Ask them to remember the writing rules.

Homework

- Give homework to the students about their lesson and ask them:

1. Write seven sentences describing your weekly activities.
2. Writ a paragraph about your daily routine.

* * *

Unit Thirteen
Lesson Four

Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To learn more about the phonics.
2. To improve your grammar.
3. To improve your writing skill.

- **Period:** (45) minutes.
- **Pages: 130-131**
- **Teaching methods: oral, visual, display, discussing, questions/answers and role play.**
- **Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.**
- **Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.**
- **Evaluation: questions and answers, oral, visual, display, etc.**

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Write a paragraph on your daily routine?
  2. How many days are there in a week?

Brainstorming

- Ask the students something about the coming lesson:
  1.Have you seen any bee?
  2.Can you pronounce the words of leaf and sea?

Step Two

Phonics

- Write the words "leaf, sea, and bee" on the blackboard, and write the rules of long "e" sound. Ask the students to concentrate on the phonics' part on page 130, and read rules for long "e" sound.
- Rule 1. When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long "e" sound in meat.
- Rule 2. a vowel usually has the long sound when a consonant and "e" comes after it. The e is silent. You can hear the long "e" sound in meter.
- There are some sentences given in this part. Ask the students to read the sentences and underline the word with long "e" sound.

Solution:

1. eagle. 2. peas 3. tastes 4. eat 5. green, tea
6. meter, centimeter 7. team 8. dream 9. need, peace.

Step Three

Grammar Summary

Preposition of Time

1. I pray at 4 o'clock.
2. He/she goes to school in the morning.
3. They have English classes on Sundays.
4. There are some sentences given on the prepositions.

- Ask the students to read the sentences and choose the correct preposition.

Solution:

1. Do you have Math test on Monday?
2. We live in a small village.
3. We go to school at nine o'clock.
4. There is a university on Qargha road.
5. We pray at four and half every morning.

Speaking:

- To check understanding level of the students, divide the students in two groups and tell the students to talk about their daily routine. Tell them to describe it to their group and they would ask them questions about their daily routines.
- Get the first person of the group to ask about the daily routines of other member of the group. Go on to the next one and follow the same procedure with the first person of the second group. Keep the scores and see which group wins.
- Tell the students to use pencil and avoid the use of any pen in the book.

Listening

- Ask the students to concentrate on the listening part on page 131 of the book. Ask them to listen to their classmates talking about their daily activities and complete the table, e. g.

Name	Activity	Time and day
Shakir	goes grocery shopping	at 4:00 on Tuesday.

1. ……………………………………………………………………………..
2. ……………………………………………………………………………..
3. ……………………………………………………………………………..
4. ……………………………………………………………………………..
5. ……………………………………………………………………………..
6. ……………………………………………………………………………

Step Four

Writing

Part A.

- Tell your students to read the instruction for writing section on page 131 of the book, and number the activities in the section in order they do them. Ask them to number the activities in order they do them, they should write the time then write the complete sentences. After they have finished, check their work and see if they have done it right or wrong.

Solution

Order	activity	time	order	activity	time

Part B.

- Ask the students to use the activities above to write a paragraph about their daily activities.

Solution:

I wake up early in the morning at about 4:15 a.m. I make ablution and offer the Fajar Prayer at 4:30 a.m. After the prayer, I recite the Holy Quran until 5:00a.m. After that, I prepare breakfast, then, I have breakfast at about 7:00 a.m. After that I prepare myself for school. I leave home for school at about 8:00 a.m. and I come back home at 12:00 p.m.

I have my lunch at 12:30 p.m. After that, I make ablution and prepare for the Zuhur prayer. I offer the Zuhur prayer at 1:15 p.m. After that I take rest for a while. When I wake up, I do my homework at 2:30 p.m. When I have finished my homework, I watch TV until 4:00 a.m. After that, I water the garden, after watering the garden I go to offer the Asar prayer. I offer the Asar prayer at 5:30 p.m.

After saying the prayer, I go out and play with my friends in the park until the Azan of Maghrib. Then I offer the Maghrib prayer at about quarter to seven. Then I have dinner with my family at about 7:30 p.m. After that I go to bed at 8:30 p.m.

Correction

- Students may have some mistakes in their writing practice, encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing. Provide the students useful opportunities to work out or train themselves on work of writing together.

Vocabulary List:

- The vocabulary list contains of a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1.Write six sentences using the long "e" sound words.
  2.Writ a paragraph about your daily routine using the prepositions of time.

* * *

Unit Fourteen
Lesson One
Review

Aims of the lesson:

1. To talk about kinds of food.
2. To improve your grammar.
3. To develop listening skills.

- **Period:** (45) minutes.
- **Pages:** 134-135
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Write the rules for long "e" sound word and give examples?
  2. What is the proper use of the preposition of time?

Brainstorming

- Ask the students something about the words in vocabulary:
  3. Have you eaten mangoes and apples?
  4. What are fruits and drinks in the pictures?

Step Two

Fruit & Food:
Discussion

- Write the following words on the board: mango, cola, apple, coffee, apricots, oranges, tea, radishes eggplant, cauliflower, milk, beans, chicken and bread.
- Get the students to look at page 134 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word in turn and get the students to read it with you. Do the same for each word from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Then ask them to look at the questions given in the end of the "Food" discussion section Ask the students to solve questions by themselves and then check their work to see if they have done it right or wrong.

Solution

My favorite food in vegetables is ladyfinger. I like it very much and my favorite drink is green tea.

Ask the students to look at the pictures, and place the items in the correct circle.

Fruit & Food	**Drink**
Mangoes	coca cola
Apples	coffee
Apricots	tea
Oranges	milk
Radishes	
Eggplant	
Cauliflower	
Beans	
Chicken	
Bread	

Step Three

Listening

- Ask the students to concentrate on the listening part on page 135 of the book. One of your students needs some things from the supermarket. Ask them to listen and complete the table.

Solution

Name of the items

1. cabbage
2. spinach
3. carrots
4. beans
5. barley
6. yogurt and salt.

Conversation

- Get the students to look at page 135 of the book and look at the conversation between shazia and her mom.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Shazia's part in the dialogue after you, and the other half to repeat her mom's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one give the answer. Thus, exchange their roles in the dialogue.
- There is a question in the end of the conversation, ask the students to take out their notebooks and write the answer to the question. If they have any problems doing it, you may help them in a good way that they can understand.

Step Four

Grammar

- Write the titles of the Countable nouns and Uncountable nouns on the blackboard and define them to your students.
    1. **Countable noun:** A noun that can be used in the singular and the plural.
    2. **Uncountable noun:** A noun that cannot be countable or have many of; words like blood and happiness are uncountable. It can be used only singular.

Countable nouns		**Uncountable nouns**
Singular	plural	singular only
An orange	oranges	water
A carrot	carrots	rice
A potato	potatoes	meat
An egg	eggs	milk
A mango	mangoes	cheese

Part A.

- Ask the students to concentrate on this part of the grammar. Tell them to mark the words in the list with C for countable and U for uncountable nouns. After they have finished marking it, please check their work to see if they have done it properly according to the rule introduced to them.

Solution

Cheese is an uncountable noun.
Orange is a countable noun.
Meat is an uncountable noun.
Mango is a countable noun.
Tea is an uncountable noun.
Banana is a countable noun.
Apple is a countable noun.
Carrot is a countable noun.
Water is an uncountable noun.

Part B.

- Tell your student that a and an are used for countable nouns and X for uncountable nouns, e.g. I eat a mango. He eats an orange. She drinks water.

Part C.

- Arrange the students in pairs. Tell them to ask their partners which of the above food they like or don't like. When they are finished, check their work and correct them if they have made a mistake.

Homework

- Give homework to the students about their lesson and ask them:

1. Write five sentences using the words from fruits from the discussion section.
2. Write five sentences using the words from countable nouns.
3. Write three sentences using the words from uncountable nouns.

* * *

Unit Fourteen
Lesson Two

Aims of the lesson:
1. To practice conversational skill.
2. To improve grammar skill.
3. To promote reading skills.

- **Period:** (45) minutes.
- **Pages:** 156-137
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One
- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the difference between countable nouns and uncountable nouns?
  2. Can we use a and an before uncountable nouns?

Brainstorming
- Ask the students something about the coming lesson to make students mindful.
  1. Do you have any eggs in your box?
  2. I have some pens in my box.

Step Two

Conversation
- Get the students to look at page 136 of the book and look at the conversation between Farzad and his mother.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Farzad's part in the dialogue after you, and the other half to repeat the Mother's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.

- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.
- There is a question given in the end of the conversation. Ask the students to solve the question by themselves without looking at each others notebooks. When they have finished writing, check their work and see if they have done it right or wrong.

Step Three

Grammar

- Write the words of "some/any" on the blackboard and tell your students the difference between some and any.
  a. **Some:** It is used in the affirmative sentences to express quantity or degree.
  b. **Any**: It is used for the same purpose in the negative or interrogative sentences, e.g.
  1. I have got some money.
  2. Have you got any bread?
  3. He has not got any bread.
- Now, get your students to read the sentences in the box and apply the rules for some and any on the sentences.

Part A.

- Ask the students to choose some or any to complete the sentences. If they make a mistake or do it wrong, please correct them and encourage them.

Solution:

1. There are some cherries on the table.
2. Do you want anything from the supermarket?
3. There isn't any sugar in the glass.
4. Would you like any tea?
5. Is there any juice left?
6. Yes, there is some in the jug.
7. There aren't any teachers in the class.

Part B.

- Arrange the students in pairs. Then ask them to tell each other what they need from the supermarket. For example:
  Student A: Are there any pencils sharpeners in the supermarket?
  Student B: Yes, there are some.

Step Four

Vocabulary

- To improve the vocabulary capacity of the students, ask them to concentrate on the vocabulary section of the lesson on page 137 of the book. Tell them to write as much names of the food as they know.

Solution

Cabbage	spinach
ladyfinger	cauliflower
potatoes	tomatoes
lettuce	beans
pumpkin	fish
chicken	bread

- As we need to different kinds of food stuff, therefore, we should find them in different shops, e.g. grocery shop, bakery shop and meat shop etc.

Reading:

- Ask the students to look at the reading part on page 137 of the book. First read the paragraph clearly and the students should repeat after you. When you are finished, tell them to practice it by themselves so that they can understand it better. After they have finished reading, they should answer the questions about the passage.

Solution

1.The main idea of the paragraph is: what food we can eat.
2.Yes, sugar in fruits is good for us, and it does not harm us like the one in candy.
3.The first group members are: bread, cereal, rice and macaroni.
4.Milk, butter, cheese and yogurt make our bones and teeth strong.

Homework

- Give homework to the students about their lesson and ask them:
  1. What is the difference between "some and any' in use?
  2. What are the second group members of the food?
  3. What type of food includes in the fourth group?

* * *

Unit Fourteen
Lesson Three

Attention: This lesson should be taught in two periods.
Aims of the lesson:

1. To practice conversational skill.
2. To increase vocabulary.
3. To improve grammar skill.
4. To improve writing skill.

- **Period:** (45) minutes.
- **Pages:** 138-139
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the difference between some and any?
  2. Is there any difference in the meaning of any and some?

Brainstorming

- Ask the students something about the words in the vocabulary.
  1. Do you have a pot of tea?
  2. Do you like a piece of cake?
  3. Do you have a bottle of water?

Step Two

Conversation

- Get the students to look at page 138 of the book and look at the conversation between a customer and a waiter.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat customer's part in the dialogue after you, and the other half to repeat the waiter's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.

- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.
- There is a question given at the end of the conversation. Ask the students to solve the question by themselves without looking at each others notebooks. When they have finished writing, check their work and see if they have done it right or wrong.

Solution

I would like to drink a glass of juice in restaurant, because, it is tasty and useful for making our body fresh and energetic.

Vocabulary

Part A.

- Ask the students to concentrate on part A of the vocabulary on page 138 of the book. Read the phrases first and then ask your students to repeat them after you. Afterwards the students should practice the phrases in the vocabulary by discussing them with their partners and the classmates sitting next to them.

Part B.

- Tell your students that there is a chart given in this part of the vocabulary. Ask them to read the chart and tick the words those go together.

Solution

Pot	**bottle**	**glass**	**cup**	**piece**
of Cheese	of water	of water	of coffee	of bread

Step Three

Grammar

- Write the adverbs of frequency; always, usually, often, sometimes, seldom, rarely and never on the blackboard and define them grammatically.
  An Adverb is a word used to qualify a verb, an adjective or another adverb.
  There are different kinds of adverbs, some of them are adverbs of frequency, and they are; always, usually, often, sometimes, seldom, rarely and never, e.g.
  1.Our school **always** starts by the 3rd of Hamal.
  2.We usually have 15 days holiday in the summer.
  3.I often do my homework at home.
  4.We sometimes do our homework at home.
  5.I never neglect my homework.
  6.I rarely come home late for lunch.
  7.I seldom go to bed very late.

Part A.

- There are some sentences given in this part. Ask the students to read the sentences and complete them with the suitable adverbs of frequency.

Solution

1. I sometimes have milk for breakfast.
2. I always have rice for dinner.
3. We often buy cookies.
4. Our classmate usually brings bread in the class.
5. I always brush my teeth before going to bed.
6. I never go late to school.
7. I rarely visit my relatives.

Part B.

- Ask the students to look at the two sentences and make them read it, after they have read it, ask them to compare the two sentences. Check their work when they have compared it and see whether they have done it right or wrong, correct them and encourage them.

<u>Step Four</u>

Writing

Part A.

- Ask the students to concentrate on the writing part of the lesson, ask them to complete the sentences in the sections with correct answers.

Correction

- Students may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students, instead, encourage the students to correct their own mistakes and increase their ability in this regard.

Solution

1. I always have dinner at 7:30.
2. We usually have it in the dining room.
3. I often eat rice and ladyfinger.
4. We sometimes have soup for dessert.
5. We never have soup at night.
6. I seldom have Qorma for lunch.
7. I rarely have eggs for breakfast.

Part B.

- Ask the students to use the answers of part A and write a paragraph in their notebooks.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write five sentences using the phrases from the vocabulary.
  2. Define adverb, and use adverb of frequencies in sentences.

* * *

Unit Fourteen
Lesson Four

Aims of the lesson:

1. To learn more about phonics.
2. To improve grammar skill.
3. To improve speaking skill.
4. To improve reading skill.

- **Period:** (45) minutes.
- **Pages:** 141-142
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the definition of an adverb?
  2. How many adverbs of frequencies are there?

Brainstorming

- Ask the students something about the words in vocabulary.
  1. Can you fly a kite and how you pronounce the word?
  2. What is the long "I" sound like?

Step Two

Phonics

- Ask the students to look at the phonics part on page 140 of the book. Read the rules for the long "I" sound and ask your students to repeat after you.

- **Rule:** when two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long "I" sound in **lie** and **pie.**
- **Rule:** a vowel usually has the long sound when a consonant and "e" comes after it. The "e" is silent. You can hear the long "I" sound in **ride** and **white.**

Part A.

- Read the words under the pictures and ask the students to repeat the words after you. Then ask them to read it by themselves.

Part B.

- Ask the students to read the sentences and circle the words with the long "I" sound.

Solution

1. Wise 2. White 3. X 4. X 5. Write 6. X 7. Rice 8. X 9. X

Step Three

Grammar summary

Adverbs of frequency

1. I usually buy a hamburger.
2. I always buy hot food.
3. We sometimes eat hamburger.
4. They always eat hot food.
5. He never eats hamburger.
6. She sometimes buys hot food.
7. It always barks.

Adverbs of frequency followed by "Be"

1. I am never late for school.
2. He is usually on time for school.
3. She is sometimes late for school.
4. You are always on time for school.
5. We are never late for school.
6. Sometimes, I am late for school.

Some/any	**countable**	**uncountable**
Affirmative	There are **some** carrots in the basket.	There is **some** water in the pot.
Negative	Here aren't **any** carrots in the basket.	There isn't **any** sugar in the glass.
Questions	Are there **any** apples in the fridge?	Is there **any** milk in the bottle?

There is a conversation given in the end of the grammar summary. Ask the students to read the conversation first and then tell them to complete the conversation with "some" or "any". If they don't understand or make a mistake in it, please help them and correct them.

Solution:

1. Is there **any** milk left?
2. Yes, there is **some** in the bottle on the table.
3. Would you like **any** milk?
4. No thank you, I don't think I'll drink **any** tonight. Could I have **any** water, please?
5. Sure, there is **some** in the fridge. Do you know **anybody** who comes from Lugar?
6. Yes, I think there is **someone** in our class.
7. Great, can you ask him **any** questions for me?
8. No problem, Is there **anything** special you want me to ask?
9. No, I don't have **anything** particular in mind. Maybe you could ask him **some** questions about life in Lugar. Is that OK?
10. I would be happy to do that for you.

Step Four

Speaking

- To check understanding level of the students, divide them in pairs and tell them to ask each other's questions and give them answers with always, usually, sometimes and never.
- Get the first person of the group to ask question and a member of other pair will answer with the adverb of frequency. Go on to the next one and follow the same procedure with the first person of the second pair.

- Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

Reading

- Ask the students to look at the reading part on page 142 of the book. First read the paragraph clearly and the students should repeat after you. When you are finished, tell them to practice it by themselves, so that they can understand it better. After they have finished reading, they should answer the questions about the passage.

Solution

1. Asian people made cheese for the first time.
2. It was made more than 4,000 years ago.
3. It is good for our bones, for it is full of calcium.
4. It is consisting of proteins and fat from milk.
5. It is made of milk which usually comes from cow, buffalo, goat and sheep.

Vocabulary List

- The vocabulary list contains a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1.Write five sentences using the long "i" sound words.
  2.Write five sentences using adverb of frequency.
  3.Write three sentences using some and any.

* * *

Unit Fifteen
Lesson One

Objectives of the unit:

1. To name the countries, cities, nationalities and languages.
2. To ask and answer "where are you from?"
3. To say the months of the year.
4. To describe the weather.

Attention: This lesson should be taught in two periods.

Aims of the lesson:

1. To introduce countries and their nationalities.
2. To practice grammar.
3. To improve listening skill.

- **Period:** (45) minutes.
- **Pages:** 145-146
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the phonic rule for long "I" sound?
  2. Why is cheese good for our health? Explain briefly.

Brainstorming

- Ask the students something about their previous lesson.
  1. How many countries would you like to visit?
  2. What is the capital of India?

Step Two

Countries

- Ask the students to concentrate on the map on page 145 of the book. Then tell them to answer the questions given below the map.

Solution

The three countries that I would like to visit are Saudi Arabia, India and Pakistan.
Saudi Arabia is a country that every Muslim wants to go there for performing Hajj and Umrah. There are a lot of sacred places and specially the house of Allah "Bytullah-e-Sharif and the Shrine of Prophet Muhammad peace be upon him. The people of this country are Arab and its capital is Riyadh.

India is very important for me to visit it, it is very cheap country in the field of education and health. Many patients from our country who cannot get proper treatment here in Afghanistan, they go to India for medical treatment. The people of this country are Indians and its capital is New Delhi.

Pakistan is also very important country for me, because, many Afghans are still living there as refugees. They made a lot of businesses there. Receiving education and getting medical treatment are also very good and inexpensive in Pakistan, comparing to western countries. The people of this country are Pakistanis and its capital is Islamabad.

Step Three

Conversation

- Get the students to look at page 145 of the book, and look at the conversation between farooq and Raja. First read the conversation aloud and get the students to listen to the dialogue. Then divide the class in two halves. Read the dialogue again and tell one half to repeat Farooq's part in the dialogue after you, and the other half to repeat the Raja's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.
- Get the students to read the conversation aloud and check if they have understood the dialogue or not.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.
- There are two questions given at the end of the conversation. Ask the students to solve the questions by themselves without looking at each others notebooks. When they have finished writing, check their work and see if they have done it right or wrong.

Solution

- Raja is an Indian.
- Learning foreign language is important for making communication with the people of that country where the language is spoken. And learning of international languages like English and Arabic, they are very much important to be learnt, for they are spoken in greater and important parts of the world. They are also officially recognized languages by the United Nation Organization.

Step Four

Grammar

- Write the WH question word "Where" on the blackboard, and tell your students to practice in making questions with it, e.g.

1.**Where are** you from? I am from Afghanistan.
2.**Where is** your friend? He is in the yard.
3.**Where does** your friend live? He lives in Herat.
4.**Where do** you go for your holidays? I will go to Saudi Arabia for performing Umrah.
5.Where is the kitchen? It is behind the living room.

Part A.

- There is a conversation given in this part of the grammar, ask the students to look at the conversation and tell them to complete it with the suitable words. Help them if they have any problems understanding the conversation.

Solution

A. Where is Jamal from?
B. He is from Laghman.
A. Where is Laghman?
B. It is in the east of Afghanistan.
A. Where does he live?
B. He lives in Alishang.
A. Where is he now?
B. He is in the library.
A. Where are Taher and Najiba from?
B. They are from Paktika.
A. Where is Paktika?
B. It is in the south of Afghanistan.
A. Where do they live?
A. They live in Kabul.
A. Where do they work?
B. They work in a travel agency.

Part B.

- Arrange the students in pairs. Tell them to ask their partners three questions using where.

Listening

- Ask the students to concentrate on the listening part on page 146, and tell them to look the first meeting of Bahram and Zaki. They should know that where were they from? What were their nationalities? What were their native languages? And what where did they live. Ask the students to listen to their classmates Bahram and Zaki filling the table.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write a paragraph about one of your favorite country, describing its importance, its nationality and capital.
  2. Write five sentences using the WH question “where’.

* * *

Unit Fifteen
Lesson Two

Aims of the lesson:

1. To improve conversational skill.
2. To increase in vocabulary.
3. To improve speaking skill.
4. To promote reading ability.

- **Period:** (45) minutes.
- **Pages:** 148-149
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Make five questions using "where".
  2. Which countries would you like to travel?

Brainstorming

- Ask the students something about the words in vocabulary.
  1. What is the difference between spring and autumn?
  2. What kind of weather do you kike? Sunny, rainy or cloudy?
  3. What is the weather nowadays?

Step Two

Conversation:

- Get the students to look at page 147 of the book and look at the conversation between Farooq and Mina. First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Farooq's part in the dialogue after you, and the other half to repeat the Mina's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.

- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one give the answer. Thus, exchange their roles in the dialogue.
- There is a question given in the end of the conversation. Ask the students to read the question and answer it. If they have problems answering it, please help them and encourage them to answer properly.

Solution

If I am abroad, I would call my family once a week or once in two weeks, because if I don't call my family, they will be very anxious and get worried about me. That's why we should call our family to know their living condition, and let them know our living situation.

Step Three

Vocabulary

- Write the following words on the board: Spring, summer, autumn, winter, rainy, sunny, cloudy, windy and humid.
- Get the students to look at page 147 of the book and tell them to look at the pictures. Read the words under the pictures aloud and get the students to listen to the words you are reading.
- Point to each word in turn and get the students to read it with you. Do the same for each word from the vocabulary.
- Give the meaning of any of the words if the students don't understand and ask you for their meaning.
- Read the words again and tell the students to repeat them after you; first in chorus, then in small groups. Finally, individual students may read them on their own. Explain the words clearly and do not translate them into Pashto or Dari. Translation into Pashto or Dari should be used as a last resource only to translate words, not patterns.

Part A.

- Ask your students to choose an adjective from the vocabulary to describe each season. Tell the students to make questions and answers to describe the season, and follow the pattern given in the end of the vocabulary.

Solution

Spring: it is cloudy and rainy in the spring.
Summer: it is sunny and dry in the summer.
Autumn: it is windy in autumn.
Winter: it is snowy humid in winter.

Part B.

- Tell the students to look at the sentences in part B. tell them to complete the sentences about the weather in these cities. If they make a mistake or do not understand it, please help them and correct them.

Solution:

1. In Badakhshan it is windy and snowy during the winter.
2. In Nangrahar, it is hot and dry in summer.
3. During spring, it is rainy and cloudy in Kabul.
4. In fall, it is windy in Logar.

Step Four

Speaking

- Arrange the students in groups. Tell them to look at the map and say the name of every province aloud. Then tell them to ask each other questions about the weather in different places. For example:
  Student A: What is the weather like in Ghor?
  Student B: It is sunny and hot in the summer.
  Student C: It is cold in the winter.

Reading

- Tell your students to concentrate on the reading part on page 148 of the book. Read the passage to them and they should listen carefully. Then tell them to read the passage by themselves. After that, tell them to answer the questions given in the end of the passage.

Solution

1. The main idea of this reading is: weather in Africa.
2. Different seasons can be seen in the same month because half of the continent is south of the equator and half of it is north of the equator.
3. The South Africans wear winter clothes in the month of July.
4. Yes, I would like to visit Africa; because it is a very green country and different nationalities can be seen in this continent.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write four sentences about different seasons.
  2. Write five sentences about weather in different parts of Afghanistan.

* * *

Unit Fifteen
Lesson Three

Aims of the lesson:

1. To increase in vocabulary.
2. To improve listening skill
3. To improve writing skill.

- **Period:** (45) minutes.
- **Pages:** 150-151
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. Express the four seasons of the year, each in a sentence.
  2. Which country would you like to visit? Write a paragraph about it.

Brainstorming

- Ask the students something about the words in vocabulary.
  1. What are the Gregorian months of the year?
  2. What are the four seasons of the year?

Step Two

Vocabulary

Part A.

- Tell the students to look at the vocabulary part on page 149 of the book. Read the Gregorian months of the year, and the students should listen to you, and repeat after you. Then tell them to read it by themselves to understand it better. After that, they should answer the questions given in the end of Part A.

Solution

1. January is the first Gregorian month.
2. There are 28 and sometimes 29 days in the month of February.
3. My birthday is on the …th of ….19…

Part B.

- Tell the students to look at ordinal numbers. Read the ordinal numbers to the students and tell them to listen carefully. Then tell them to read it by themselves, so that they can understand it better. Ask individual student to come in front of the class and read the numbers aloud.

Step Three

Part C.

- Tell your students that there are two kinds of numbers:

1. **Cardinal:** a number which represents amount, such as 1, 2, 3, rather than order, such as 1^{st} 2^{nd} 3^{rd}
2. **Ordinal:** a number such as 1^{st}, 2^{nd}, 3^{rd}, 4^{th}, which shows the position of something in a list of items.

- Now, get your students to look at part C on the vocabulary and read the numbers, and tell them to match the cardinal numbers with their suitable ordinal numbers.

Part D.

- There are some letters given in part C of the vocabulary. Tell the students to guess the month.

Solution:

1. My first letter is in "jam" not in "sam". That is **January**.
2. My second letter is in "tub" but not in "table". That is **June**.
3. My third letter is the fourth letter in "smile". That is **July**
4. My fourth letter is the twenty fifth letter of the alphabet. That is **July.**

Listening

- Tell the students to look at the listening section of the lesson on page 150 of the book. Read the names of months of the year and the students should listen to you. After that, they should write each month in the correct season. Tell your students to use pencil not pen in the book.

Solution

Spring: February, March and April.
Summer: May, June and July.
Autumn: August, September and October.
Winter: November, December and January.

Writing

Part A.

- Ask the students to concentrate on the writing part of the lesson, and ask your students to complete the form in the writing section with information about them.

Step Four

Correction

- Students may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students.
- Instead, encourage the students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.
- Tell the students to look at the information given in this part of writing. Tell the students to complete the information about their selves.

Solution

Name: A.B,C…
City: Jlalabad
Nationality:Afghan
My favorite month: April

Part B.

- Tell your students to write a paragraph using the information above. Help them if they don't understand or make a mistake.

Solution

My name is Tariq; a student of class seven, and my native city is Jalalabad the provincial capital of Ningrahar province. I am Afghan by nationality, and my favorite month is April, because it is the season of spring; where all kinds of plants and flowers are growing everywhere. The people are very happy in this season, for the weather is not very cold and not very hot in this time of the year.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write numbers from 1 to fifty; first in cardinal, and second in ordinal.
  2. Write the Gregorian months of four seasons.

* * *

Unit Fifteen
Lesson Four

<u>Attention</u>: This lesson should be taught in two periods.

Aims of the lesson:

1. To learn more about phonics.
2. To improve grammar skill.
3. To improve speaking skill.
4. To promote reading ability.

- **Period:** (45) minutes.
- **Pages:** 151-154
- **Teaching methods**: oral, visual, display, discussing, questions/answers and a role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
    1. What are the Gregorian months of the year?
    2. How many days are there in the month of February?

Brainstorming

- Ask the students something about the words in vocabulary.
    1. What is the long “o” sound like?
    2. Have you seen any boat?

<u>Step Two</u>

Phonics

- Ask the students to look at the phonics section of the lesson on page 151 of the book. Read the rules for the long "o" sound, and ask your students to repeat after you.
- **Rule:** When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long "**o**" sound in coat and road.
- **Rule:** A vowel usually has the long sound when a consonant and “**e**” comes after it; the “**e**” is silent. You can hear the long "**o**" sound in nose and phone.

Part A.

- Tell the students to look at the pictures, and read the words under the pictures and ask the students to repeat them after you. Then ask them to read all the words by themselves.

Part B.

- Ask the students to read the sentences and circle the words with the long "**o**" sound.

Solution

1. X 2. X 3. roads. 4. know. 5. note. 6. could 7. X 8. X. 9. hope. 10. rose.

Step Three

Grammar summary

- Write the title **"Where" question with "be"** on the blackboard and illustrate it in sentences, e.g.

Where is he from? He is from Egypt.
Where are they from? They are from Japan.
Where are you from? I am from Nigeria.

"Where" Question

Where does Nadia live?
Where does Rabbani live?
Where do Bahram and Qadar study?

Now, tell your students to complete the sentences with correct form "**do** or **be**".

Solution

1. Where is the bank?
2. Where does he work?
3. Where do you live?
4. Where is the washroom?
5. Where do they want to play football?
6. Where is the internet cafe?
7. Where is the doctor's office?
8. Where does she go on holidays?
9. Where is the shopping center?
10. Where do Ahmad and Mirwais go every Friday?

Step Four

Speaking

- Arrange the students in pairs. Tell them to look at the speaking section of the lesson. Tell them to find out the capital cities and the weather of the different countries. Follow the example:

Student A: where are you from?
Student B: I am from Russia.
Student A: where is it?
Student B: It is in the north.
Student A: What is the capital city of Russia?
Student B: Moscow is the capital city of Russia.
Student A: How is the weather in Moscow?
Student B: It is snowy there.

Reading

- Ask the students to concentrate on the reading section of the lesson on page 153 of the book. Read the paragraphs to the students and tell them to remain silent and listen carefully. Then tell them to read the paragraph by themselves and match the photographs and the paragraphs.

Vocabulary List

- The vocabulary list contains of a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in

class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1. Write five sentences using the long "**o**" sound words.
  2. Make four sentences with "where" Question + "Be".
  3. Write three sentences using "where" question.

* * *

Unit Sixteen
Revision
Lesson One

Attention: This lesson should be taught in two periods.
Aims of the lesson:
1. To improve speaking skill.
2. To be able to make conversation.
3. To improve writing skill.
4. To promote reading ability.

- **Period:** (45) minutes.
- **Pages:** 156-157
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One
- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation
- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What is the rule for long "o" sound?
  2. Make five sentences with the words of long "o" sound.

Brainstorming
- Ask the students something about the coming lesson.
  1. What time do you wake up in the morning?
  2. In which continent Afghanistan is located?

Step Two

Speaking
- To check understanding level of the students, divide the students in pairs and tell them to ask each other about their daily activities. Tell them to describe their selves to their pair, and they would ask them questions about their activities. Thus complete the conversation.
- Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

Solution
1. I pray at 4:30 am.
2. I have lunch at 12:30 a.m.

3. I go to school at 8:00 a.m.
4. I return home from school at 12:00 p.m.
5. I have dinner at 7:30 p.m.
6. I water the garden at 4:00 p.m.
7. I watch TV at 6:00 p.m.
8. I exercise at 5:00 p.m.
9. I go to bed at 10:30 p.m.

Conversation

- Get the students to look at page 156 of the book and look at the conversation between Mariam and Parwana.
- First read the conversation aloud and get the students to listen to the dialogue.
- Then divide the class in two halves. Read the dialogue again and tell one half to repeat Mariam's part in the dialogue after you, and the other half to repeat the Parwana's part in the dialogue after you.
- Now divide the class in small groups to practice the dialogue.
- Finally, individual students may read them on their own.
- Explain the conversation clearly and do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Get the students to read the conversation aloud and check that they understand the dialogue.
- Then get the students to work in pairs and use the model dialogue. One student should read the question and other student should give the answer. Then the second student should ask the question and the first one should give the answer. Thus, exchange their roles in the dialogue.

Solution

Mariam: Parwana, what is your daily routine schedule? You always seem so busy.
Parwana: well. I usually wake up early in the morning.
Mariam: At what time do you take breakfast?
Parwana: I have my breakfast at 6:00 a.m.
Mariam: And what time do you go to work?
Parwana: I go to work at 8:00 a.m.
Mariam: That is nice. And what time do you get back home from work?
Parwana: I get back home from work at 4:00 p.m.
Mariam: What do you do when you get home?
Parwana: I change my clothes and then I eat lunch.
Mariam: At what time do you go to bed?
Parwana: I usually go to bed at around 11:00 pm.
Mariam: Well, it is why you are so busy.

<u>Step Three</u>

Writing

- Tell the students to concentrate on the writing part on page 156 of the book. To improve writing ability of your students, ask them to write five sentences about their daily activities.

Correction

- Students may have some mistakes in their writing practice which is something natural in this stage, encourage them to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.

Solution

I wake up early in the morning at 4:15 a.m. Then I make ablution and prepare for the Morning Prayer. I offer Prayer at 4:30 a.m. After that, I recite the holy Quran until 5:30 a.m. Then I prepare breakfast, and have the breakfast at 6:30 a.m. I get myself ready to go to school. Then, I go to school at 8:00 a.m. I return from School at 12:00 p.m. I take lunch at 12:30 p.m. and take some rest until 1:30 p.m. I prepare for the Zuhur prayers and offer the prayers at 1:45 p.m. Then I do my homework at 2:30 p.m. After that, I watch TV until 5:00.

Reading

- Tell the students to concentrate on the reading section of the lesson on page 157 of the book. Read the map to the students and tell them to remain silent and listen carefully. Then they should read the map by themselves and answer the questions given below the map.

Solution

1. Afghanistan is located in the continent of Asia.
2. I would speak Uzbaki.
3. Farah and Badaghais are the nearest cities you can visit.
4. I can visit the statues that are made in the mountains.
5. Paktia and Ghazni are the neighboring provinces.

Step Four

Writing

- Ask the students to concentrate on the writing section of the lesson, ask them to write a paragraph to describe a picnic they have gone with their families.

Correction

- Students may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. Instead, encourage students to correct their own mistakes and increase their ability in this regard. Help them in making the sentences if the students can't make it.

Solution

Last Friday I went for picnic to Paktia by car with my family. Usually I have a thin beautiful carpet, a prayer mat, and a thermos of tea with me. But this time our journey was more colorful; we had a lot of food stuffs and drinking materials, like fried chicken, bread, salad, mineral water and some refreshments. In the trip, we visited Gradiz the provincial capital of Paktia and went ahead to visit beautiful jungle in the high mountains of the province. Thus, we enjoyed our picnic gladly.

Homework

- Give homework to the students about their lesson and ask them:
    1. Write five sentences about your daily activities.
    2. Write a paragraph about your journey to Kandahar.

* * *

Unit sixteen
Lesson Two

Aims of the lesson:

1. To practice vocabulary.
2. To improve listening skill.
3. To improve reading skill.

- **Period:** (45) minutes.
- **Pages:** 158- 159
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  1. What time do you wake up in the morning?
  2. What time do you come to school and go back home?
  3. What time do you do your homework?

Brainstorming

- Ask the students something about their coming lesson.
  1. How many countries do you know about their culture, weather and food?
  2. How many provinces did you visit in Afghanistan?

Step Two

Vocabulary
Part A.

- Tell the students to concentrate on the vocabulary section on page 158 of the book. Ask them to fill in the list as many words as they know. If they have any problems or do not understand it, please help them and correct them.

Solution:

Days of the week: Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday and Friday,.
Months: January, February, March, April, May, June, July, August, September, October, November and December.
Weather: sunny, windy, cloudy, rainy, snowy and humid.
Countries: Afghanistan, Pakistan, Iran, India, Saudi Arabia, Russia, America, Europe, Australia, Poland, the Netherlands and New Zealand.
Nationalities: Afghan, Pakistani, Iranian, Indian, Arab, Russian, American, European, Australian, Polish, Dutch and New Zealand.

Food: bread, roast, fried egg, fried chicken, lamb barbecued, Qurma, Chicken Qurma and Qabli Palaw, chips and burgers.

Seasons: summer, winter, spring and autumn.

Part B.

- Arrange the students in pairs. Tell them to take turns asking and answering the following questions.

1.I get up early everyday.
2.I like Friday the most.
3.My favorite season is spring.
4.I go for the Juma prayers.

Step Three

Listening

- Tell your students to look at the listening part. Tell them to listen to their classmates talking about the weather in their provinces, and complete the table.

Reading

- Ask the students to look at the reading part on page 159 of the book. First read the paragraph clearly and the students should repeat after you. When you are finished, tell them to practice it by themselves so that they can understand it better. After they have finished reading, they should answer the questions about the reading passage.

Solution

1. Forecasting the weather is important, because, it will help people to know about their future activities; according to the condition of the weather.
2. It tells us information about the weather, if it is going to rain or snow fall, or get cloudy.
3. Because forests are the home to thousands of plants and animals, many of these plants release oxygen that we need in order to breathe.
4. Yes, we plant trees every year, because the trees are very useful for the environment, the greenery makes brain of the people fresh and their oxygen provides life for us.

Step Four

Vocabulary

- Tell the students to look at the vocabulary section on page 159 of the book. Tell them to read the questions and choose the correct answers.

Solution:

1. It is six o'clock.
2. I am from Germany.
3. Milk with honey.
4. It is hot and dry.

Homework

- Give homework to the students about their lesson and ask them:
    1. Name five countries and their nationalities.
    2. Name four seasons and their weather conditions.

* * *

Unit Sixteen
Lesson Three

Aims of the lesson:

1. To improve listening skill.
2. To develop speaking skill.
3. To improve writing skill.

- **Period:** (45) minutes.
- **Pages:** 160-162
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning, but in the time, you leave the class, say Good bye, Assalamu Alikum, etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:

2. Why are forests important?
2. What is the benefit of forecasting weather?

Brainstorming

- Ask the students something about the new lesson.

1. Do you like eating barbecued?
2. Have you eaten in a restaurant?

Step Two

Listening

- Tell the students to concentrate on the listening section of the lesson on page 160 of the book. Read the following conversation to the students while they listen to you. Then tell them to number the sentences in the correct order. If they make a mistake or do not understand it, please help them and correct them so that they can understand it better.

Solution:

Waiter: What would you like, sir?
Customer: I would have barbeque (kabab) with Qabili.
Waiter: Would you like some beverages?
Customer: I would like to have a hot chicken soup. Don't forget to bring a bowl of yogurt,too.
Waiter: How about fruits?
Customer: Some apples, please.
Waiter: What else, sir?
Customer: A cool cola.

Step Three

Speaking

- Arrange the students in pairs. Tell them to act as a customer and a waiter. They should pretend that they are in a restaurant for lunch; other students will come and ask them to order.

Step Four

Writing

- Ask the students to concentrate on the writing section of the lesson, ask them to use the words and phrases in the boxes to make six sentences about themselves and their family.

Correction

- Students may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students.
- Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing.
- Tell the students to look at the writing section of the lesson on page 160 of the book. Tell them to use the words and phrases in the boxes to make six sentences about themselves and their families. They should write them in their notebooks. Check their work and see whether they have written it or they have cheated from their classmates.

Solution

1.I usually go to the Mosque in the morning.
2.Sometimes I go shopping with my mother in the evening.
3.I often revise my books on weekends.
4.I usually have lunch together with my family.
5.My father always goes to the Mosque.
6.My sister never goes shopping on the weekends.

Homework

- Give homework to the students about their lesson and ask them:

1. Make four sentences with preposition ‘at’.
2. Make four sentences with preposition ‘in’.
3. Make four sentences with preposition ‘on’.

* * *

Unit Sixteen
Lesson Four

Aims of the lesson:

1. To practice vocabulary.
2. To develop spelling ability.
3. And to say letters and numbers.

- **Period:** (45) minutes.
- **Pages:** 161-162
- **Teaching methods**: oral, visual, display, discussing, questions/answers and role play.
- **Teaching materials:** blackboard, eraser, chalk, cards, flashcards, pictures and models.
- **Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
- **Evaluation:** questions and answers, oral, visual, display, etc.

Step One

- Say greetings السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; ***Hello, Hi, Good morning***, but in the time, you leave the class, say ***Good bye, Assalamu Alikum,*** etc.
- Write the date on the blackboard, or you may call your students to do so.
- Take attendance of the students in the class and collect their copies of homework for checking.

Evaluation

- Ask the students some thing about their previous lesson to check their understanding of the topic and tell them:
  3.Can you play the role of customer? Ask the waiter something.
  2.Can you play the role of waiter? Answer the customer'

Brainstorming

- Ask the students something about the new lesson.
  1.Have you ever broken any tea pot?
  2.Have you drunk a cup of coffee?

Step Two

Vocabulary

Part A.

- Tell the students to look at vocabulary section of the lesson on page 161 of the book. Tell the students to complete the blanks given below. If they don't understand or make a mistake, kindly correct them and encourage them.

Solution

1. A kettle of tea 2. A bucket of water 3. A piece of cake
4. A glass of juice 5. A cup of coffee 6. A bottle of milk

Step Three

Part B.

- There is a question given in this part of the lesson. Read the question to the students and tell them to elicit their answers in their notebooks. After they have finished, check each student's work and see if they have done it properly.

Solution

The following is my daily food program, which I usually have that.

1. I have cream and milk for breakfast.

2. I have soup with bread for lunch.
3. I have rice and beans for dinner.

Step Four

Part C.

- To improve the spelling ability of your students, tell them to look at the pictures in part C of the lesson, and tell the students to complete the words in the section with the missing letters. Draw out your student to solve the exercise correctly.

Solution

1. Spring.	2. Goat.	3. Rose.
4. Bottle.	5. Rain.	6. Lion.

Vocabulary List

- The vocabulary list contains of a list of the most important words in the unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

Homework

- Give homework to the students about their lesson and ask them:
  1. Make four sentences with the phrases in part A of the vocabulary.
  2. Make four sentences with the words in part C of the lesson.
  3. Make four sentences with the words in the vocabulary list.

* * *